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ABSTRACT

This report is a description and analysis of Teacher Corps' Pilot Trainer Workshops (PTW) conducted in July, 1977. The volume serves two purposes: First, it provides descriptive information to those parties who may be involved in the delivery of programs similar to the Teacher Corps project, as well as providing specific recommendations regarding strategies for program design and implementation. Second, questions are raised and general suggestions are provided for persons responsible for policy decisions regarding Teacher Corps' approach to providing training for education practitioners. The Teacher Corps' project is based on the principle that the study of organizational theory is critical to the effective performance of professional educators, an attitude reflected in the content of this report. (Author/LH)

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TEACHER CORPS 1977

ENGAGING IN THE STUDY OF ORGANIZATIONS

by Brenda Bryant
Robert Houston
Theodore Andrews

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A Temporary Systems Approach to the Description and Analysis of Teacher Corps' Pilot Trainer Workshops

by

Brenda Bryant
Robert Houston
Theodore Andrews

Center for Urban Education — The University of Nebraska at Omaha

MAR 1 4 1980

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PREFACE

This report is a description and analysis of Teacher Corps' Pilot Trainer Workshops (PTW) conducted in July, 1977. The purposes of the volume are twofold:

> First. . . for persons who may be involved in the delivery of similar programs in the future, the volume provides descriptive information along with some recommendations regarding strategies for program design and implementation.
>
> Second. . . for persons responsible for policy decisions regarding Teacher Corps' approach to providing training for education practitioners, questions are raised and general suggestions are provided.

Andrews--Bryant: Concern for Educational Development, working with Floyd Waterman, Center for Urban Education, University of Nebraska at Omaha, was responsible for the design and operation of the data collection process for the PTWs. The principal data collectors were Robert Houston, Theodore Andrews, and Brenda Bryant. The data they collected and analyzed are summarized and reported herein.

INTRODUCTION

The study of organizations is no luxury
item in a realistic program of teacher training."

William L. Smith, Director
Teacher Corps, U.S.O.E.

In response to its belief that the study of organization theory is critical to the effective performance of American educators, Teacher Corps created two Pilot Trainer Workshops conducted during July, 1977. The workshops brought together a wide audience of educators including inservice teachers, university faculty both within and outside the college of education, school administrators, and staff members from local Teacher Corps projects to:*

- *Introduce organization theory to teachers;*
- *Field test Perspectives on Organizations with the audience to be present in the workshops;*
- *Prepare teams from local projects to initiate training in the organization concepts presented at the workshops for the remainder of the teachers in the project school;*
- *Assist teams in developing a plan for the coordination of this training;*
- *Assist teams in developing plans for achieving local educational objectives utilizing sound organizational concepts.*

The Pilot Trainer Workshops were a logical continuation of activities initiated in 1975 when Teacher Corps began the process of developing materials and delivering training programs in organization theory to preservice teachers interning in project schools located in low income communities. The Corpsmember Training Institute (CMTI), conducted each summer from 1975-1977, also included in the curriculum teaching and learning theory (Joyce and Weil, Models of Teaching and Learning) and multicultural education. Elements of these curriculum components would also become integrated into the design of the PTWs, but organization theory would be the focus of study. Materials and activities first developed for CMTI would be made available to PTW personnel. The workshops would be pilot; i.e.: experimental, to determine if a CMTI-like program would be appropriate with an audience more experienced than the beginning teachers attending CMTI.

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*Memorandum--W. L. Smith, Teacher Corps, May 24, 1977. Memo appears in Appendix A.

The first PTW was held at the University of Maryland, Baltimore County, July 15-22, operated by the Mid-Atlantic Teacher Corps Network, and included teams from the Network's fourteen projects. The second Pilot Trainer Workshop included participants from seven projects in the Texas Network and was held at the University of Texas at Austin from July 20-29.

Overall coordination of the two workshops was provided by the contractor at the Center for Urban Education, University of Nebraska at Omaha, who was responsible for collaborating with the Networks on budget, site selection, data collection and initial planning activities. The following chart illustrates the relationships among the principal groups involved in the PTWs: Teacher Corps-Washington, the contractor, the Mid-Atlantic and Texas Networks, the data collection team, and the local project participants.

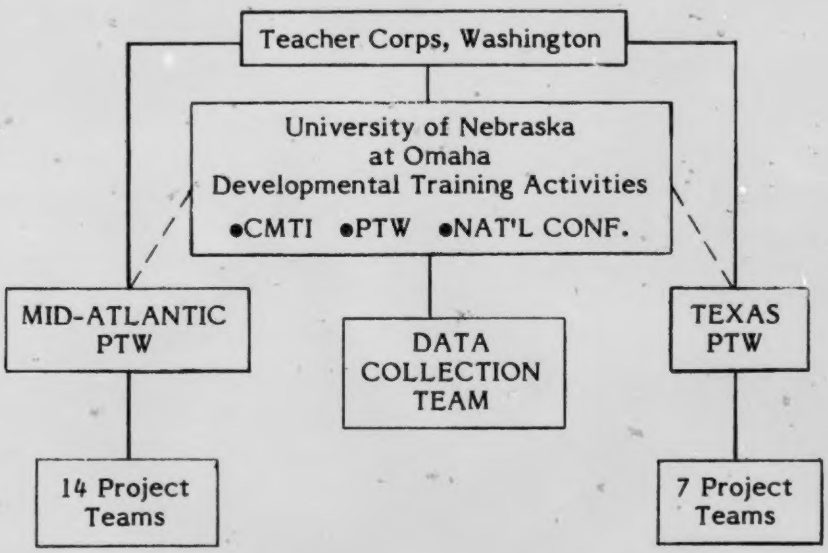
Teacher Corps, Washington
University of Nebraska at Omaha Developmental Training Activities
•CMTI •PTW •NAT'L CONF.
MID-ATLANTIC PTW
DATA COLLECTION TEAM
TEXAS PTW
14 Project Teams
7 Project Teams

Figure 1

Relationship Among Principal Groups

Data Collection Design

The Data Collection Team was charged with the task of documenting and describing each program in order to draw from the data implications for future trainer workshops. A data collection planning team, comprised of four evaluation specialists and others concerned about the PTWs, met to devise alternative approaches to the PTW data collection task. As a result of the meeting, data collectors had a list of questions they would need to answer, but a framework for the data collection process was still needed.

After considering several alternatives, the team elected to use Temporary Systems Concepts to guide their design. The Temporary Systems Concepts, which illustrate the necessary components of a short-term educational program, are described by R. Bernoff, E. Girault, and M. B. Rowe in "The Application of Temporary Systems Concepts to Effective Planning and Management of Short-Term Educational Programs" (National Science Foundation). The selection of the Temporary Systems Concepts as a framework for program assessment is unique and results in provision of data that are thorough and useful to program designers and implementors, and that highlight program components that are not often considered by evaluators. The phases and components of a temporary system are:

- *Planning*

  During this first phase, the program is conceptualized and critical decisions concerning staffing and curriculum are made. Specific elements are:

  — *Objectives*
  — *Macro-Design*
  — *Participant Selection*
  — *Norm Specification*
  — *Communication and Feedback Systems*
  — *Resources*
  — *Constraint Analysis*
  — *Pre-System communication*

- *Building*

  During this second phase, staff and participants are brought "on-board" by planners and begin influencing and contributing to the program's design. Specific elements are:

  — *Acquaintanceship*
  — *Resource Identification*
  — *Goal Redefinition*
  — *Governance and Management Systems*
  — *Norm Formation*

- *Operating*

  The third phase of the temporary system demands intensive work and learning in order to accomplish the program's objectives. Specific elements are:

  — *Micro-Designs*
  — *Work Groups*

- *Closing and Following-up*

  During the final two phases of the system, participants prepare for their return to their *permanent systems and then implement or use their learning in the back-home setting. Specific elements are:*

- *Evaluation*
- *Action Planning*
- *Network Planning*
- *Support Planning*

For each phase of the temporary system, data collectors developed a set of questions which would be asked to elicit descriptive information, opinions, or reactions concerning the program. When all questions were posed and listed, data collectors identified the audiences for each question and the time during the program when the question could best be answered. Finally, instruments containing items addressing each question were designed for each audience. The complete set of questions appears in Appendix B.

Data Collection Instruments

The instruments used to answer the data collectors' questions were forms for staff and participants, interview forms, observation forms, and descriptive logs. Each instrument is described briefly below and Appendix C contains a copy of each instrument.

- *Participant Vita*

  The Participant Vita was administered to all participants shortly after their arrivals at the PTWs. The form requested demographic information and assessments of strengths and weaknesses of the program as initially perceived.

- *Staff Vita*

  The staff Vita was administered to all instructional staff during the opening data collection session for the PTW. The form requested demographic information and assessments of strengths and weaknesses of the program as initially perceived.

- *Pre-Program Reactionnaire*

  This instrument was administered to all participants along with the Participant Vita. Questions related to participants' expectations for the PTW and answers were recorded on computer answer sheets.

- *Network Executive Secretary Interview*

  The focus of the NES Interview was on planning and follow-up for the PTWs. In Texas, the interview was conducted during the PTW, while in Baltimore, it was conducted several weeks after the PTW.

- *Instructional Coordinator Interview*

  This interview was conducted during the two PTWs with each of the instructional coordinators and, in Texas, with the co-instructional leader as well. The subject of the interview was the planning, building, and operating of the program.

- *Instructional Staff Interview*

  Each member of the instructional staff was interviewed during the program's second week to obtain information concerning their roles in planning the PTWs and their reactions to the building and operating phases of the program.

- *Project Directors Interview*

  Project Directors were interviewed in order to determine their roles in planning the PTWs and their expectations concerning follow-up activities. In Baltimore, most Project Directors were present and were interviewed on-site. In Texas, Project Directors were contacted by phone.

- *Instructional Observations*

  Conducted each day during the PTWs to describe or rate the following components of instructional sessions: instructional mode, affective climate, number of participants involved, how participants are organized, content and skills presented, materials or resources used, decision-making style used, if any, (one person, two-person, polling, voting, consensus), conflict-management style used, if any, (competing, accommodating, avoiding, collaborating, compromising).

- *Open Observations*

  Conducted for 20 minutes each day at randomly selected times, the observer wrote his/her impressionistic description of what occurred in the session during that time including roles of participants and staff, affective climate, interactions, quotes, objectives pursued and other relevant information. The description was intended to capture the tone, content, participants and processes so that a reader could fully understand what had occurred.

- *Anecdotal log*

  Maintained daily by each data collector, the log was intended to capture the norms operating in the temporary system. Logs were open-ended and included any information or anecdotes the collectors wished to present as descriptive of the system.

- *Facilities Description*

  One Data Collector at each site prepared a brief description of the living quarters, instructional space, administrative space and recreational facilities.

- *Materials and Consultants*

  One data collector at each site prepared or obtained a list of materials provided to staff, materials provided to participants and consultants who presented during the workshops.

- *Governance/Management Systems*

One data collector at each site described the formal and informal decision-making groups and strategies employed by staff or participants.

- *Participant Exit Feedback*

  At the end of the workshops, all participants were asked to write their opinions of the strengths and weaknesses of the program. The following categories were used to elicit responses: content, governance/ management, communications and feedback systems, team composition from local projects, faculty and staff, facilities, and most and least relevant experiences.

- *Post-Program Reactionnaire*

  Along with their Exit Feedback forms, participants were asked to rate their reactions, feelings and perceptions of the PTW shortly before departing from the site. Answers were recorded on computer answer keys.

- *Staff Exit Feedback*

  Using the same categories as participants (see above) to organize their responses, members of the instructional staff at each site were asked to describe the strengths and weaknesses of the program at the close of the PTW

The administration of the sixteen instruments described was the responsibility of the data collection team at each PTW site. Each team arrived on site two days prior to the opening of the workshop for training, orientation, and introduction to administrative and instructional personnel. Instruments were reviewed and schedules for each data collector were prepared. The teams practiced using the observation instruments, compared ratings, and came to agreement on the definitions of rating descriptors. Five team members conducted data collection for approximately 100 participants and eight (8) instructors in Baltimore, while a team of four (4) was present in Austin to work with just under 50 participants and six (6) instructors.

Summary of Data

Throughout this report, data are presented and recommendations based on the data are made. A summary of some of the data and recommendations follows.

At the conclusion of the PTWs, participants were asked to rate eight variables of the programs: content, management, feedback systems, instructional strategies, instructional materials, staff, composition of participant teams, and facilities. Participants in PTW 1 offered the ratings in Table i.

TABLE i

Summary of Participant Assessments - PTW 1

Area	Mean
Content	3.77
Governance/Management	3.55
Communication/Feedback Systems	3.88
Instructional Strategies	3.23
Instructional Materials	3.50
Faculty/Staff	3.91
Team Composition	3.20
Facilities	3.23

Participants' mean assessments of PTW 1 ranged from 3.20 for team composition to 3.91 for faculty/staff.

The ratings of PTW 2 participants appear in Table ii.

TABLE ii

Summary of Participant Assessments - PTW 2

Area	Mean
Content	3.44
Governance/Management	3.56
Communication/Feedback Systems	3.76
Instructional Strategies	3.28
Instructional Materials	3.87
Faculty/Staff	3.67
Team Composition	3.38
Facilities	3.79

Participants' mean assessments of PTW 2 ranged from 3.28 for instructional strategies to 3.87 for instructional materials.

At the end of the workshops, participants reacted to several statements which elicited their general perception of the experience and the extent to which it increased their general knowledge and skills, as well as whether they would recommend it to others. The instrument titled "Reactions" provided the data for the general assessment and is contained in Appendix C. Table iii is a general assessment of PTW 1 and Table iv is a general assessment of PTW 2.

TABLE iii

Participant Assessment by Role - PTW 1

Role Group	Mean
Teacher (N = 32)	4.26
Principal (N = 5)	4.40
Professor (N = 14)	3.79
Teacher Corps Staff* (N = 18)	4.02
TOTAL (N - 72)**	4.12

TABLE iv

Participant Assessment by Role - PTW 2

Role Group	Mean
Teacher (N = 19)	4.00
Principal (N = 4)	4.08
Professor (N = 8)	3.38
Teacher Corps Staff* (N = 4)	4.67
TOTAL (N = 43)***	3.80

*Refers to local Teacher Corps project staff

**Total reflects 3 participants who did not identify their role groups

***Total reflects 8 participants who did not identify their role groups

The ratings by four role groups in Baltimore ranged from 3.79 for professors to 4.40 for principals. In Austin, the ratings ranged from 3.38 for professors to 4.67 for Teacher Corps staff. The total means for the two PTWs were 4.12 and 3.80 respectively indicating that participants, in general, were positive about the experience and its potential for other educators.

Summary of Recommendations

Based on these quantitative data and the data collected through interviews, observations, and open-ended questions, the following recommendations appear throughout sections of this report:

- *Objectives*

  Planners and staff should:

  - *ensure that objectives are clearly stated, measurable, and achievable within the time allotted.*

  Teacher Corps-Washington should:

  - *specify and provide a rationale for outcomes they consider essential for program implementers to deliver;*
  - *anticipate and provide for the addition of objectives by staff and participants.*

- *Macro-Design*

  Planners should:

  - *provide a macro-design that is general in nature so that it can be adapted and made specific by staff and participants;*
  - *make essential elements of the design clear;*
  - *build in flexibility to allow for staff and participant individuality.*

- *Staff*

  Planners should:

  - *set and employ staff selection criteria and procedures that can be used to identify staff who can deliver both content and process requirements of the program;*
  - *involve staff in planning;*
  - *anticipate that staff members will have unique areos of expertise that they will want to contribute to the program within the framework of the design.*

  Teacher Corps-Washington should:

  - *consider permitting Network workshop planners to recruit staff outside the Network's geographic region if necessary.*

- *Participants*

  Planners should:

  - *select participants form diverse roles and backgrounds;*
  - *select team members who are in a position to influence change in the local project (when change is a program objective);*
  - *select team members who are skilled in and have access to inservice training delivery sys-*

tems (when training of trainers is a program objective);
— set and apply selection criteria to identify participants who are the target of the program.

Teacher Corps-Washington should:

— not mandate specific role representatives to attend workshops.

- *Norm Specification*

Planners should:

— specify desired norms.

- *Communication and Feedback Systems*

Planners and staff should:

— allot time for participants to debrief and react to sessions;
— summarize and respond to data elicited from participants during the program;
— involve participants in planning;
— provide feedback to participants;
— encourage two-way communications.

- *Site and Facilities*

Planners and staff should:

— consider both instructional and recreational space as factors in site selection;
— avoid selecting a highly urban setting if community and team building are integral to the program;
— provide for social as well as instructional and free time.

- *Resources*

Planners and staff should:

— encourage the use of an abundance and a variety of materials;
— allow time for discussion of materials that are distributed and relate materials to sessions;
— encourage the use of media;
— use materials requiring active involvement of participants;
— select materials which are keyed to workshop objectives;
— seek a balance between theory and application among materials selected.

Teacher Corps-Washingon should:

— convey its intent for and provide training in the use of materials which program implementors are required to use.

- *Constraint Analysis*

Planners and staff should:

— encourage an active, open process for identifying and addressing problems or barriers which arise during planning and implementation of the workshop.

- *Pre-System Communication*

Planners and staff should:

— communicate directly with

participants prior to the workshop;
- — collect background information from participants that can be used in program planning.

- *Acquaintanceship*

Planners and/or staff should:

- — provide time for staff to know one another and develop as a team;
- — provide for orientation of participants to Teacher Corps and to the workshop;
- — provide time for staff and participants to become acquainted.

- *Resource Identification*

Planners and staff should:

- — identify the expertise of participants;
- — make frequent use of participants' own resources and expertise;
- — use strategies which encourage participants to be responsible for their own learning.

- *Goal Redefinition*

Planners and staff should:

- — provide opportunities for participants to redefine or add to the objectives.

- *Role Definition*

Planners and staff should:

- — broaden the participant role to include roles as planners, facilitators, instructors and resource persons;
- — clarify roles team members are to play back home;
- — include the back-home system in the role definition process so that roles defined for team members match the project's needs and expectations.

Teacher Corps-Washington should:

- — clarify its expectations as to roles participants are to play at the project level.

- *Governance and Management*

Planners and staff should:

- — design governance structures and employ management practices that are consistent with one another;
- — identify decision areas where staff and participants can and should be involved.

- *Norm Formation*

Planners and staff should:

- — make norm formation an intentional process;
- — include action-orientation and egalitarianism in norm formation.

- *Micro-Designs*

Planners and staff should:

- — clarify for participants the purposes for the workshop and the present and future roles of *participants;*

- *— blend content and process so that participants can be both active and receptive;*
- *— select materials that permit varied usage;*
- *— select staff for knowledge and skills in process and content;*
- *— provide time for staff to work together on designs so that information or techniques are not over-used;*
- *— keep lectures short and to the point of the workshop;*
- *— plan for varied levels of expertise among participants;*
- *— use participants as resources to staff and to one another;*
- *— allow time for follow-up and reinforcement activities;*
- *— focus on organization theory and provide time for application of the theory;*
- *— avoid the treatment of multicultural education as a separate curriculum strand, but should relate it to organization theory and to community organization (unless, of course, cross-cultural information becomes an objective of the program);*
- *— use media whenever appropriate;*
- *— avoid eliciting participant feedback when there is no intention of using it. If the program is fixed in advance, appearance should not be given that participants can change it;*
- *— integrate presentations, readings, discussions to avoid fragmentation and confusion;*
- *— state purposes for each session and, if evaluation is to be done, do it immediately;*
- *— build in sessions for the development of application of the material to the local project;*
- *— orient speakers to program purposes and allow time for participants to meet with them for discussions.*

- *Work Groups*

  Planners and staff should:

  - *— encourage the use of participants as resources to one another;*
  - *— use small groups and task groups and reduce the amount of time spent in project teams.*

- *Closing and Following-up*

  Planners and staff should:

  - *— allow time for participants to plan for application of workshop learnings in the local project;*
  - *— orient local projects to the workshop prior to planning so that local sites will be ready to utilize newly-trained personnel;*
  - *— plan for follow-up of the workshop to ensure learning is retained and workshop's intentions are implemented.*

- *Outcomes*

  Planners and staff should:

  - *— anticipate differing expecta-*

tions on the part of participants and plan accordingly.

Teacher Corps-Washington should:

- *consider more than one workshop format and content for delivery to different role groups.*

The report that follows contains the data upon which these recommendations are based.

PART I

PLANNING FOR THE PTWs

PLANNING FOR THE PTWs

Planning is the initial phase in program development. It is, perhaps, the most rigorous and important phase, because all other phases are shaped by it. Using temporary systems concepts as a guide, data on the planning process for the PTWs were collected under ten headings:

- *Objectives*
- *General Instructional Plan (macro-design)*
- *Staff Selection*
- *Participant Selection*
- *Norms*
- *Communications and Feedback Systems*
- *Site and Facilities*
- *Resources*
- *Constraints*
- *Pre-System Communications*

The data contained under each of the above headings were collected primarily through interviews with the Network Executive Secretary, the Instructional Coordinator, the instructional staff and the directors from local Teacher Corps projects. Demographic and reaction data were obtained through forms completed in writing by staff and participants. Planning documents prepared by PTW staff members and observations by data collectors also contributed to material contained in this part of the report. (See Appendix C for copies of all instruments.)

PLANNING PROCESSES

Planning for the PTWs started in late May, 1977, when the Teacher Corps Network Executive Secretaries, the Network Boards, and the contractor began conceptualizing the components of their programs. Planning, in part, was responsive to the Teacher Corps memorandum (contained in Appendix A) dated May 24, 1977. In Texas, this phase of program development was recorded by a documentor whose records are complete and can be made available to others. In the Mid-Atlantic Network, much of the formal planning process was captured on audio and video tapes, and when summarized, will also provide an extensive documentation of that process. In addition, a documenter recorded PTW activities for the Network and has completed a report.

Both PTWs originated with the Network Boards of Directors and their Executive Secretaries. They were responsible for negotiating budgets with the contractor, for stipulating some instructional components of the program and for identifying staff members who would actually be responsible for planning, designing and implementation of the workshops.

PTW 1

The first PTW was planned, initially,

by the Network Executive Secretary and a Task Force of four board members who were Project Directors. Other directors were also included in the process at that time. The Instructional Coordinator, a Teacher Corps project staff member, was identified on May 20, and first met with the Executive Secretary on June 2. Following this meeting, the Instructional Coordinator and a Co-coordinator were responsible for the detailed planning for the PTW. The design for PTW 1, which is described in the sections that follow, was created largely by the Instructional Coordinator, who saw as his responsibility, both the coordination of the instructional program and its administration and management.

The design called for the utilization of outside experts to present material to participants who would then work with staff to followup on the experts' theories and ideas. The instructional staff was also responsible for presentations in large group sessions and for acting as a resource to project teams, role groups, and discussion groups. The curriculum was largely theoretical in nature, but provided opportunities for teams to work on the application of theories through problem-solving exercises.

On June 28-29, 1977, the Instructional Coordinator, the Network Executive Secretary, Teacher Corps-Washington representatives, and the instructional staff, met as a group for the first time. This initial meeting was colored by some conflict among the parties present who disagreed on objectives, elements of the design and roles and responsibilities of group members. By the end of the two-day session, the staff agreed on areas of responsibility for instruction and divided the content among teams of faculty members who would prepare instructional designs for their next and final planning session on July 11, two days before participants would arrive. The planning sessions on July 11 and 12, focused on preparation of sessions and the agenda for participants.

PTW 2

The second PTW was planned by a five-person team representing the Texas Network. The team included the Executive Secretary and four Project Directors. On May 31, one of the Project Directors on the team was selected as the Instructional Coordinator who was responsible for directing the initial phase of the planning process. On June 22-23, the Instructional Coordinator first met with the instructional staff. During this session, one of the staff members was elected as the Instructional Team Leader. He became responsible for planning, while the Instructional Coordinator assumed the role of administrator.

During the initial planning, conflict arose over staffing and site selection. The conflict was largely internal to the Network, and was described as political in nature. The problems were resolved before the faculty was hired and did not become an issue for participants.

The general design for PTW 2 was based upon the concepts and materials prepared for the 1977 Corpsmember Training Institute. The instructional staff attended the CMTI planning sessions held in San Diego on July 4-8, and adapted much of their program from materials presented there. The instructional staff members were each responsible for specific topics and would prepare presentations for participants around their assigned topics. Case studies, role plays and discussion groups would be used to reinforce the concepts presented during the first three days and outside consultants would be called upon for special presentations during the final three days of the program. The application of information to Teacher Corps projects would be stressed throughout various sessions.

When planning was completed, both PTWs had prepared program designs, selected sites, hired staff, and selected and notified participants. The following sections describe the results of the planning efforts.

RESULTS OF PLANNING: OBJECTIVES

The objectives for the PTWs were adapted from the intended outcomes stated by Teacher Corps-Washington (see Appendix A). Each planning team modified those intended outcomes and developed the objectives which are described below.

PTW 1: Objectives

Based on guidelines from Teacher Corps, Washington, the Network Board of Directors established three general objectives for PTW 1. It was expected that participants would:

1. analyze the organization network in which they function in their individual roles and as members of of a Teacher Corps project.

2. develop strategies for achieving local educational objectives, attaining project goals, and resolving problems through sound organizational concepts.

3. become a "trainer cadre" in order to initiate a similar study and analysis of organizations for the staff of the local project and schools.

The instructional staff developed specific objectives for sessions for which they were responsible. Typically, guest speakers did not state or distribute objectives, but sessions led by instructional staff were, on many occasions, organized around a printed set of objectives or outcomes. Some samples follow:

1. The sessions on multicultural education were intended to:

   - *show the relationship between culture, society and the individual and how different cultural groups understand their experiences in the world in profoundly different ways, and how such understandings influence social behavior;*

- *show how these notions about culture, society and individuals apply to understanding many facets of intergroup relations in America;*

- *show the utility of applying the "cultural notions" to understanding how sub-group differences, especially racial subgroups (with blacks as the illustrative case) get played out in various societal arenas;*

- *show how ignorance of the impact of these differences upon the learning-teaching process in the school often makes it difficult for black children to learn and for teachers to successfully teach;*

- *show how currently popular notions of cultural and social disadvantage and deprivation and the various intervention programs which resulted from them are misleading and ill-advised;*

- *suggest ways in which educational and other institutions can become more accommodating to the various sub-cultural populations they serve.*

2. An excerpt from the film To Sir With Love titled "Spaces Between People", had as its objective to:

   - *apply the following concepts as appropriate to school staff:*

     — *power*
     — *authority*
     — *responsibility*
     — *prestige*
     — *esteem*
     — *competence*

3. Planned change was the topic which had as its objectives to help participants:

   - *gain a knowledge of change as a linkage process, as a research and development process, as a social interaction process and as a problem-solving process;*

   - *gain a knowledge and understanding of some planned change strategies;*

   - *gain a knowledge of the relationship between temporary systems and planned change.*

4. In a session on the "Normative Instrument for Communication Exchange" (NICE), participants were asked to:

   - *complete a group interaction task;*

   - *analyze and discuss the results of their group's interaction based on communication theory promoted by Patton and Giffin.*

The three general objectives and the specific objectives of PTW 1 did not change during the course of the workshop. In interviews with eight instructional staff members, it was emphasized that some strategies did change, but the intent remained constant. One staff member reported that he was asked by a participant to include a presentation on Teacher Corps and this was added to the curriculum.

Participants did not, initially, have an opportunity to develop group or individual objectives although role group representatives, elected by participants, were asked to bring feedback to staff meetings. Participant feedback, according to the instructors, did influence scheduling and instructional techniques especially during week II. When participants met in project teams and discussion groups, their concerns and reactions to the program were subjects for discussion.

PTW 2: Objectives

As its general objective for designing the PTW, the planning team sought to "develop an instructional system based on temporary systems theory." Some initial planning documents described the temporary systems concepts and some suggestions as to how the PTW 2 staff might address each (see Appendix D for Planning Document: Texas Network PTW).

Instructional objectives for PTW 2 were based on guidelines from Teacher Corps-Washington, and on informal discussions with Teacher Corps staff, and were prepared by the Instructional Coordinator. Objective #4 was added by the instructional staff. The workshop was planned to:

1. design and implement an instructional system for a nine-day training, living, and learning experience that focuses on organization theory as it applies to schools in a multicultural society;

2. introduce organization theory and concepts to school district and university educators: teachers, principals, staff development/inservice personnel and university professors from the colleges of education, business, and management;

3. review, analyze and select existing CMTI training materials for utilization in the Texas Pilot Trainer Workshop;

4. design a process to facilitate team building skills within participant teams;

5. design a process that will enable a team of educators from specific school locales to analyze their school critically as an organizational entity and a social subsystem of a designated community;

6. design a process that will enable participants to identify problems unique to their team's school and community within an organizational context and to derive alternative action plans to resolve these problems.

These objectives were translated into daily work plans and specific objectives keyed to three parts of the workshop. These objectives were:

PART ONE

1. Participants will become aware of (be able to describe) their own attitudes, values, and behaviors as:
    - *a member of a team*
    - *a member of a multicultural community*
    - *a learner in a living and learning laboratory.*
2. Participants will be able to identify their own roles, expectations, and strengths as:
    - *a member of a team*
    - *a member of a multicultural community*
    - *a participant in a living and learning laboratory.*
3. Participants will be able to describe PTW as a temporary system in relation to:
    - *norms and expectations*
    - *formal and informal structures*
    - *decision-making processes.*
    - *leadership and motivation styles*
    - *the orientation of the teaching and learning process.*
4. Participants will demonstrate use of basic communication and group process skills, i.e.:
    - *responding skills (summarizing, paraphrasing, supporting, giving feedback)*
    - *listening skills (accepting feedback, analyzing, perception checking)*
    - *questioning skills*
    - *accepting task roles*
    - *accepting facilitating roles.*
5. Participants will develop competence in facilitating basic communication and group process skills.
6. Participants will develop competence in team management skills, i.e.:
    - *team skills*
    - *identifying and analyzing stages of growth*
    - *conflict resolution.*
7. Participants will develop competence in the use of problem-solving strategies utilizing group processes and group process skills.

PART TWO

1. Participants will be able to identify major structures and processes present in schools and communities from an organizational perspective.
2. Participants will be able to explain how organizational structures and processes are related to individual and group behavior.
3. Participants will be able to identify the critical elements (struc-

tures and/or processes that affect the dynamics) of the physical, economic, political, and social aspects of a community.

4. Participants will be able to describe the essential elements for developing and maintaining a multicultural approach to public education and the teaching-learning process.

5. Participants will become aware of different conceptual orientations to the teaching and learning process and to different expectations for schools in a pluralistic society.

PART THREE

1. Participants will develop competence in the use of an observational system for identifying the critical elements (structures, processes, and behaviors) that make a difference in:
   - *the community*
   - *the school organization*
   - *the classroom.*

2. Participants will develop competence as a back-home project team to analyze observational data from:
   - *a community*
   - *a school*
   - *a classroom.*

They will also be able to explain the dynamics of the organizational or learning environments.

3. Using existing data made available to the project home-team at PTW, participants will be able to:
   - *make a partial analysis of their local project site*
   - *understand knowledge gaps they have about their local site.*

Once set, the objectives did not change during the course of the workshops. In interviews with the six instructional staff members, it was reported that some shift in emphasis and scheduling occurred, but there was no major change in content or focus. Participants were not involved in the planning, although in some cases, the teaching-learning process was altered in response to participant feedback. One instructor reported that he/she had interviewed some participants at the local site prior to the PTW and had used some of their suggestions in planning.

Conclusions Concerning Objectives

It is evident that the setting of objectives was an important task for the PTW planning teams. The objectives of the two PTWs varied considerably in specificity and intent and in their relationship to the instrucional design that flowed from them. In some cases, the objectives were not measurable; in other cases, objectives for planners, for staff, and for participants were grouped together leading to confusion over expected outcomes. It is also evident, based on staff interviews, that participants, especially, and staff, to some extent, were not greatly involved in setting objectives, thereby permitting the Instructional Coordinator to retain control of the program's outcomes.

Both PTW planning teams based their designs upon the guidelines issued by Teacher Corps-Washington. As stated in the Introduction, the guidelines, addressed to planners and instructional staffs, mandated the following objectives for the PTWs:

1. To introduce organization theory to teachers
2. To field test Perspectives on Organizations
3. To prepare teams from local projects to initiate training in the organization concepts presented at the workshops for the remainder of the teachers in the project school
4. To assist teams in developing a plan for the coordination of this training
5. To assist teams in developing a plan for achieving a specific local educational objective utilizing sound organizational concepts.

Although both PTW planning teams incorporated some of these objectives in their own plan, neither included all five objectives. The focus on introducing organization theory to teachers, specifically the stress on preparing training plans for back-home application, and the field testing of Perspectives on Organizations, were largely absent from the designs.

Both PTW designs were ambitious and were not necessarily inappropriate to their audiences, but the objectives did not entirely reflect the stated intent of Teacher Corps-Washington.

Recommendations Concerning Objectives

Objectives are a key to instructional design and need careful consideration by planning teams and by Teacher Corps-Washington. Objectives, first of all, must be clearly stated, measurable, and achievable within the time allotted. It is incumbent upon Teacher Corps-Washington, to communicate its expectations to the PTW planners, to specify essential outcomes and to provide a rationale to planners for these objectives. Teacher Corps must also anticipate that planners, staff and participants will add their own objectives and, therefore, time and resources must be provided to accommodate this anticipated result.

Ideally, planners would receive mandated objectives from Teacher Corps early in the planning process, would add their own objectives based on staff and participant input, and would build in time during the workshop to revise objectives as needed.

RESULTS OF PLANNING: GENERAL INSTRUCTIONAL DESIGN (Macro-Design)

After preparing program objectives,

the PTW planning teams prepared macro-designs which would describe the overall content for the instructional sequence. PTW 1 created an original design incorporating some ideas from CMTI. PTW 2 adopted the CMTI design and modified it for use with the new audience which would be present in Austin.

PTW 1: General Instructional Design

In the Mid-Atlantic Network, the initial instructional design was developed by the Network Executive Secretary and the Instructional Coordinator, and was expanded upon by the teaching staff who worked in teams based upon their content expertise. Overall coordination of the design was the responsibility of the Instructional Coordinator. Preparation of the macro-design began with the planning matrix which designated an eight-phase program related to the eight days when instructional material would be presented to participants. The eight phases were:

1. Orientation to Site and PTW purpose
2. Organization of Project Team
3. Problem(s), Goal Clarification and Articulation
4. Defining the System/Sub-System
5. Organizational Analysis of the Schooling Context
6. Delineating Solution Sets and Alternative Strategies for Implementation of Organization Goals
7. Evaluating and Selecting Strategies
8. Planning Strategies

During each phase, participants would be introduced to specific organizations, to theoretical approaches, to theories and models for the study of organizations, to issues, themes or content areas, and to specific organizational concepts. Each of these items and the phases appeared on a Planning Matrix as follows.

	Phases Over Time							
	1	2	3	4	5	6	7	8
Organizations								
Theoretical Approaches								
Issues/Themes								
Etc.								

Figure 2
Planning Matrix

The organizations which participants would study were the classroom, the school, teacher organizations, state education agencies, the community, and the university. Participants would study theoretical approaches or models, including those described as management, human relations, communication, decision-making, problem-solving, personality-organization, and sociological or social systems.

While being exposed to organization theory, participants, also, would be expected to define or discuss the following concepts:

- *Influence*
- *Authority*
- *Slippage*
- *Role-Set*
- *Norms*
- *Conflict*
- *Bureaucracy*
- *Motivation*
- *Temporary Systems*
- *Formal vs. Informal Organization*
- *Decision-making*
- *Motivation*
- *Attitude Formation*
- *Needs Disposition*

Throughout the eight phases, participants would also be expected to identify and discuss multicultural, legal, economic, political and technological issues currently confronting organizations, motivating change and creating problems or conflicts within or among organizations.

The design for the delivery of instruction called for large group presentations (lectures), followed by analysis and synthesis sessions to be led by the instructional staff, and concluding with reaction or application sessions in small groups divided by role group or by project team. The teaching staff was teamed for purposes of designing and implementing this instructional sequence. Staff members served on more than one of each of the following teams:

- *Organization Theory*
- *Multiculture Education*
- *Team Building and Interpersonal Communication*
- *Organization Leadership and Administrative Theory*
- *Temporary Systems*
- *Schools in the Organization Network*
- *Organization Change and Change Theory*
- *Experiential Activities*

The agenda for the delivery of the design appears in the section titled "Micro-Design", in Part III of the report.

PTW 2: General Instructional Design

In the Texas Network, the instructional design was prepared by the Instructional Team Leader and the teaching staff. Based upon the plans and materials developed for CMTI, 1977, the design for PTW 2 differed substantially from that of PTW 1 and called for an emphasis on the development of basic observation and analysis skills. The curriculum would highlight, integrate and reinforce a few basic concepts rather than risk "cognitive overload" as one design document stated.

The macro-design for PTW 2 would reflect a concerns-based model where participants would focus initially on self concerns, then on task concerns, and finally, on concerns for application of their learning to the back-home setting. The curriculum plan recognized the diversity in backgrounds of participants and called for both separate and common learning experiences to prepare project team members for differing roles where they could build upon their individual strengths and backgrounds.

To implement the design, the workshop would focus on four areas of study: principles of organization behavior, school organizational theory, multicultural education, and learning theory. Each area of study would be addressed during the three parts of the workshop.

During Part I, elementary concepts in each content area would be developed as participants experience the PTW as a living and learning laboratory. The concepts would also be explored as participants experience themselves as members of a temporary organization, of a multicultural community, and of a learning environment. Participants would approach all four content areas by looking outward from the inside of a temporary system. Particular emphasis would be on the questions, "How do I see myself?, and, "How do others see me?" The curriculum would deal with skills in group processes, communication, team management, and the like. A period of interaction and sharing in the project team would take place each day in Part I.

During Part II, participants would be exposed to the realities of a Teacher Corps project: the school community, the school organization, and the classroom environment. This would be accomplished through the use of case studies of actual Cycle XI Teacher Corps projects. Each of the four content areas would be developed during this second part in a manner which would enable participants to identify and explain the dynamic structures and processes present in multicultural settings, in communities, in school organizations, and in classrooms of determinedly typical Teacher Corps projects. Although major concepts and principles would be developed for each of the four content areas, the case studies would provide the unifying vehicle for integrating the content areas and relating theory to the real world.

In Part III, participants would be confronted, as a team unit, with the realties of their specific project site. At that site, they would become both learners and participants in a community, in a school organization, and in the classroom. Techniques for observing and analyzing structures, processes, and behaviors in those settings, would comprise the major portion of the Part III content. Utilizing available data from their own project sites, local teams would apply the concepts and principles learned in Part II to prepare themselves to return to their local projects. Their strategies would not relate to them as change agents, but as learners and participants who eventually would be able to make a positive impact on the learning environment. Back-home teams would leave PTW with a specific plan that would serve as a guide for their learning experiences as they observe the project setting.

The concepts to be emphasized during the three-part program were:

- *Power*
- *Authority*
- *Influence*
- *Self interest, motivation*
- *Decision-making*
- *Communication*
- *Formal and Informal Structures*
- *Norms*
- *Conflict*
- *Role Set*
- *Slippage*
- *Temporary Systems*

Each of the concepts would be emphasized in the analysis of three organizations: the classroom, the community and the school. The multicultural context of each organization would also be considered as a factor in analysis.

The design was to be delivered to participants using presentations, discussions, group analyses of case studies, and project team tasks. The daily agenda appears in Part III under "Micro-Design."

Conclusions Concerning General Instructional Design

The macro-designs for the two PTWs differed from one another in both content and process. The design for PTW 1 was heavily cognitive, substantively ambitious and comprehensive, geared to knowledge-level learning, targeted to an audience with some background in organization theory, and it relied in large part on the contributions of outside speakers whose presentations would be reinforced through sessions designed and delivered by the instructional staff. The general plan was detailed and prescribed the activities which staff and participants would undertake.

The design for PTW 2 was geared toward application of learning as opposed to cognitive development, or the acquisition of knowledge. It was limited in content to basic concepts and was aimed at an audience having little or no background in organization theory. The delivery of the instruction relied on presentations by staff and on discussions by participants which would be facilitated by the teaching team. The initial design was general in nature and it was expected that the specific plans for instruction would be devised by the instructional staff.

Recommendations Concerning the General Instructional Design

If it is the intent of the planning team and the Instructional Coordinator

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to encourage staff ownership of the program and if it is deemed desirable for participants to contribute to the design, then the macro-design should be general in nature and planners should provide for negotiation with the staff as the design evolves. The design should be clear as to essential elements and should reflect the assumption that follow-up and feedback will be necessary. The pace and mode of presentation should be varied and the plan should be related to the objectives and to the determined needs and backgrounds of both staff and participants. Flexibility is essential at this stage of planning, but the time, content, and process parameters should be evident to the staff which is responsible for translating the general design into daily sessions.

RESULTS OF PLANNING: STAFF SELECTION

The identification and selection of the instructional staffs for the PTWs occurred during the first three weeks in June. As directed by Teacher Corps-Washington, the faculty would be drawn from among institutions within the two Networks.

PTW 2: Staff Selection and Demographic Data

The Network Executive Secretary and the Instructional Coordinator were responsible for selecting staff members from among the candidates nominated by Teacher Corps Project Directors. The Executive Secretary and the Instructional Coordinator reviewed the resumes and interviewed each candidate at three different sites. On June 21, eight faculty members were selected at a meeting in Pittsburgh. The following criteria were used in the selection process:

- *Content background of candidate*

    - *-- organization theory*
    - *-- administration theory*
    - *-- multicultural education*
    - *-- community organization*

- *Representation across ethnic groups*
- *Representation from both sexes*
- *Representation from various role groups to match participant backgrounds*

During the PTW, ten persons served on the faculty--seven as full-time instructors, one as a part-time instructor and two administrative staff members also worked with participants. Nine staff members completed the Staff Vita during the opening session of the workshop. Data contained therein reveal the wide range of experience and expertise of staff. Table 1 lists their degrees and major fields of study.

These degrees represented fifteen institutions, including Bowling Green State University, Catholic University of Puerto Rico, Coppin State, Dillard, Fordham, Kent State, Morgan State, Ohio State, Prairie View A & M, Southern Illinois, Stanford, and the Universities of Illinois, Maryland,

TABLE 1

Major Field of Study by Degree for Faculty of PTW - 1

Major Field	Number of Faculty by Degree		
	Bachelors	Masters	Doctors
Teacher Development		X	
Educational Development			X
Human Development			X
Child Psychiatric Nursing		X	
Nursing	X		
Social Science	X	XX	
English/Speech	X		
Reading		X	
Chemistry	X		
Agricultural Education	X	X	
Elementary Education	XX		
Secondary Education			X
Curriculum/Supervision/Instruction			X
Educational Administration		X	XX
Sociology/Psychology	X		
Sociology		X	X

X - Represents one faculty

Pittsburgh, and Toledo.

The current job descriptions of staff members reflect heavy administrative and teaching responsibilities. These include:

- *Associate University Provost and Professor of Sociology*
- *Assistant Professor and Director of Educational Personnel Development Center*
- *Chairman, Graduate Studies in Education*
- *Professor of Educational Administration*
- *Supervisory Instructional Specialist/Middle Schools*
- *Assistant Professor in Elementary Education*
- *Chairperson, Division of Educational Development and Service and Associate Professor of Counselor Education*
- *Principal of Elementary School*

Seven faculty were affiliated with universities and two were affiliated with public school districts.

Four questions probed their expertise in areas included in the design of PTW -- organization theory, multicultural education, training design, and group process skills. Each of these will be explored in the following paragraphs.

The first questions probed background and experiences in organizational theory. Eight of the nine instructors had had formal coursework in the area -- organizational change and development, group dynamics, etc. . . One emphasized his perspective from sociology, another his administrative preparation program, and a third noted that this was his minor field in his doctoral program.

Four faculty described administrative experiences which provided practical experience using organizational theory. Three of the faculty were experienced trainers. One taught concepts, theories and processes of administration, organizational theory/leadership behavior and administrative practice. A second consulted regularly with school districts while a third was a trainer for the Leadership Training Institute of USOE in organizational theory and development.

The second question asked about multicultural experiences and background. While only one instructor mentioned taking courses, six indicated they taught multicultural education in workshops, seminars and courses. One faculty member had written a paper on multicultural education, another directed a masters' degree program with a multicultural emphasis, and a third was concerned with research in the area. Three of the nine faculty emphasized their Teacher Corps experiences as important learnings, one described several trips abroad, and two referred to practical experience related to their jobs.

The third question was concerned with background and experience in training design. All instructors had experience in this area. Seven had designed seminars, workshops, and conferences in various areas. One had consulted regularly with school districts, while two others had designed programs as part of their school district responsibilities. Two had taught courses in training design while two others had conducted research in program curriculum development.

The fourth question asked about group process background and experience. Five of the nine faculty specifically mentioned courses or seminars where they were trained in this field. One instructor served as a family therapist for a year, using these skills, while another worked with two organizations whose functions primarily were group process skills. Six had acted as trainers or university instructors in communications, participatory decision-making, leadership behavior and/or teaming. One faculty member had no background in the area.

A last question probed instructors' previous experience with Teacher Corps. Five responded "Yes" and four "No." Of those responding "Yes", one had been a university coordinator for four years and a consultant to projects for eight years. A second member of the faculty had three years experience as a team leader and one as a demonstration staff teacher. A third had been assigned fifty percent this past year with Teacher Corps. The fourth had attended a conference representing the director and had participated in the administrative approval processes for proposal preparation. The fifth faculty member had worked as the LEA representative for the project.

When asked on the Staff Vita why they thought they had been selected as staff members, competence was the principal reason given. Three responded to the question with the general comment, "because of my backgound and experiences", while four others listed specific areas of expertise (multicultural sessions; designing and conducting workshops; experience at every level in a large urban school system; and skill in planning, evaluation, communication as well as personality and organization). Three were asked because of recommendations from their dean, Project Director, and/or others, and one because he subsituted for his Project Director at a planning conference for PTW 1, expressed interest, and was later invited to participate.

In response to the question, "Who employed you?" , six faculty members listed the Instructional Coordinator, two the Network itself, and one left it blank. The last question asked "To whom do you feel you are responsible in carrying out your role here?" Four persons listed the Instructional Leader and the Network, one listed only the Network and one only the Instructional Leader. One instructor named Teacher Corps-Washington while two others listed workshop participants.

PTW 1: Assessment Of Staff

The faculty members selected for this workshop were experienced and represented a mix of backgrounds, ethnicity, sex, and instructional style.

Their skills matched the requirements of the design which could have utilized their talents more fully.

Both the staff and participants were asked to identify the faculty's strengths and weaknesses at the conclusion of the workshop. The faculty members, in looking at themselves, reported that they felt strong as a team which was both skilled and knowledgeable in the workshop content. They believed they had demonstrated commitment to the program and to Teacher Corps, that they had been sensitive to program goals and had developed rapport. Prior planning and competence were identified as factors in contributing to the strength of the instructional team. Staff members felt that insufficient planning time and the absence of team building activities had prevented them from fully recognizing each other's talents and utilizing all the skills available. Staff would have preferred more time to work with participants in follow-up activities.

Participants, too, were asked to assess the strengths and weaknesses of the faculty. Their responses are summarized by role group, and appear in Table 2. A total of 66 participants responded to the question.

TABLE 2
Participant Perceptions of Strengths and Weaknesses of Instructional Staff - PTW 1

Strengths	TOTAL	Tchr. Ed. Faculty N=4	Non-Ed* Faculty N=7	Proj. Dirs. N=6	Princ.** N=9	TL*** N=9	PDS N=3	Sec. T N=13	Elem T N=15
1. Competent	18	2	3	2	2	3	1	4	1
2. Diverse	8	2	1		1	1		1	2
3. Helpful	8	1			3	2			2
4. Enthusiastic	2		1					1	
5. Hard working	2		1					1	
6. Caring	5		2		1			1	1
7. Dynamic	1			1					
8. Personable	12			1	4	3		3	1
9. Good team work	3				1			2	
10. Flexible	1				1				
11. Good presenting skills	10			2	3	2		3	
12. Well prepared	2						1		1
13. Strong/Excellent	9			1	1	1	1		5
14. Good direction and support staff	1								1

TABLE 2 (continued)

Weaknesses	TOTAL	Tchr. Ed. Faculty N=4	Non-Ed* Faculty N=7	Proj. Dirs. N=6	Princ.** N=9	TL*** N=9	PDS N=3	Sec. T N=13	Elem T N=15
1. Not prepared	2	1							1
2. Lack of focus or direction to content	3	2		1					
3. Too many from the same institutions	3	1	1			1			
4. Aloof, too busy	3		1					2	
5. Too controlling	3		2					1	
6. Poor presentation skills	3			1	1			1	
7. Overloaded presentations	2			1	1				
8. Some not knowledgeable about content	3		1					2	

*Non-education Faculty
-- 3 Organization Theory
-- 1 Business Administration
-- 2 Ed. Administration
-- 1 Philosopher

**Principals
-- 3 Site Coordinators
-- 3 Secondary Principals
-- 3 Elementary Principals

***Team Leaders
-- 6 Team Leaders
-- 1 Community Coordinator
-- 1 Teacher Center Coordinator
-- 1 Other

All Tables in this report divided into these categories for PTW 1 contain the same groupings of participants.

Eighty-two strengths of the faculty were noted by 66 participants. Most often noted were competence (18), personable (12), and good presentation skills (10). Proportionally, principals named more strengths than the other role groups. Only twenty-two weaknesses were named by participants, or about one quarter as many as strengths.

On the Post-Program Reactionaire, participants were given three statements concerning staff which they were asked to rate on a five-point scale (1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree). The Staff of PTW 1 received an overall rating of 3.91 by participants as indicated in Table 3.

TABLE 3

Participant Assessment of Faculty and Staff
PTW 1

Role Group	Mean
Teacher (N = 32)	4.04
Principal (N = 5)	4.13
Professor (N = 14)	3.40
Teacher Corps Staff (N = 18)	3.87
TOTAL (N = 72)	3.91

Participants as a whole agreed that staff members encouraged new viewpoints, demonstrated interest in and were helpful to participants. Principals rated the faculty highest and university faculty rated them lowest, and all groups responded positively.

PTW 2: Staff Selection and Demographic Data

The instructional staff for the Texas PTW was selected by three members of the planning team whose decisions were to be based upon nominations by

Teacher Corps Project Directors. Only eight names were submitted to the planning team. Of the eight, three withdrew and the remaining five were appointed on June 10. One staff member was added by the Board of Directors and one Project Director served on the staff as a consultant. Counting the Instructional Coordinator as a staff member, the faculty totaled eight. Since nominations were made by Project Directors, various criteria were used in staff selection and these data are unavailable.

During the opening session of the PTW, the faculty completed Staff Vitae. The question concerning degrees and major fields of study revealed a variety of academic backgrounds among staff members as illustrated on the following Table.

TABLE 4

Major Field of Study by Degree for Faculty - PTW 2

Major Field	Number of Faculty by Degree		
	Bachelors	Masters	Doctors
International Politics	X		
Social Science	XXX	XX	X
Minority Studies/Afro-American Studies		X	X
Educational Administration		X	X
Statistics/Research			XX
Industrial Education	X		
Elementary Education	X		
Supervision		X	
Teacher Education			X
Science	XX		
Adaptive/Special Education		X	
Secondary Education			X
Curriculum and Instruction		X	X

X - Represents one faculty

In Table 4, several faculty had double majors and one had earned two masters degrees, while a second had earned the bachelors and doctoral degrees, but no masters. The degrees had been earned in sixteen institutions including Kansas State, New Mexico State, Pan American University at Edinburg, Prairie View A & M, Sam Houston State University, Temple, Texas Southern, and the Universities of Arkansas, Illinois, Kansas, Massachusetts, Michigan, Texas at Austin, and Texas at El Paso.

Four of the instructors were Associate Professors of Education, three were Assistant Professors of Education and one was a classroom teacher. Two were Teacher Corps project directors, one coordinated an undergraduate multicultural education program, one had just accepted a job combining bilingual education and school administration, two taught research methods, one taught education foundations, and one coordinated the undergraduate teacher education program.

Four questions on the Staff Vita asked instructors to describe their background and experience in areas being emphasized in PTW--organization theory, multicultural education, training design, and group process skills. Each of these are discussed in the following paragraphs.

The first question was concerned with the staff's background and experiences in organization theory. Seven of the eight instructors had completed specific courses in this area, and one had emphasized it in his masters degree program in educational administration. Five staff listed practical experience as school or university administrators (principal, associate superintendent, department chairperson, and project director). Three had management experience in business (radio, publishing company, major corporation, store manager, and non-education national association). Two had taught in institutes and workshops using organizational development principles, and one had presented a paper on the subject at a national conference.

The second question probed background and experience in multicultural education. One faculty member had majored in this area in his graduate program, and four regularly taught classes in multicultural education. One staff member had conducted a tele-lecture series with five colleges on multicultural teaching in social science. Two had written chapters on multicultural education in books on the subject and one had coordinated the development of a series of modules on multicultural education required of all persons in the undergraduate teacher education program. Three had consulted with public schools, universities, and the state education agency. Three had important memberships on committees related to ethnic studies, ethnic scholarships, achievement scholarships, and multicultural education. One had taught in Israel and Mexico City, one conducted a desegregation institute and another a high school equivalency program.

The third question asked, "What background and experience have you had in training design?" Two instructors listed graduate-level coursework, and one listed training as a facilitator in individually guided instruction (IGE), which emphasized training design. Three had practical experience designing and implementing workshops, and one directed a Free School for teachers and a staff development program for his college.

The fourth question asked about group process training background and experience. Three mentioned specific training they had received while all related some instructional experiences where group process skills were used (Peace Corps Intern Degree Program, Texas Educational Desegregation Center, Center for Public School Ethnic Studies). Three had conducted workshops or institutes specifically related to group process skills.

A fifth question asked instructors about their previous experience with Teacher Corps. Six had worked with Teacher Corps while two had not. Of those with previous or present experience, roles included: Project Director (two); Assistant Director and Team Leader (two); Intern, University Instructor, and Consultant (two).

Two questions on the Staff Vita were designed to probe the instructors' perceptions of why they were selected, by whom, and to whom they felt accountable.

When asked why they were selected as PTW instructors, six faculty members indicated it was because of their competence and background, one left this question blank, and one (the workshop director and Instructional Coordinator), because he had volunteered and was selected by the Network Board of Directors. When asked who had employed them, two listed the workshop coordinator, six the planning committee (one mentioned both), and the coordinator listed the contractor.

The last question asked, "To whom do you feel you are responsible in carrying out your role here?" The coordinator listed William Smith, Floyd Waterman, John Guzman, and Teacher Corps directors. All other faculty members listed the coordinator as the person to whom they felt responsible. One also listed the PTW planning council; two others named the Network Board of Directors, and one Teacher Corps-Washington.

PTW 2: Assessment of Staff

The faculty members of PTW 2 represented a range of backgrounds and most were experienced with Teacher Corps. The design for the workshop called for faculty to act as presentors of content and as facilitators of small groups until the final three days when outside consultants were used.

At the end of the workshop, the

faculty and participants were asked to assess the faculty's strengths and weaknesses. The staff members reported that they had worked well as a team, had diverse abilities and backgrounds, were good curriculum and instructional planners and were people-oriented. The single weakness that the staff felt it exhibited was lack of background in organization theory.

The results of the participants' assessment of the instructional staff appears in Table 5. A total of 40 participants responded to the question.

TABLE 5

Participant Perceptions of Strengths and Weaknesses
of
Instructional Staff - PTW 2

Strengths	TOTAL	Univ. Faculty N=10	Princ.* N=5	TL** N=5	Teachers*** N=20
1. Hard working	1	1			
2. Diverse	3	1	2		
3. Personable	10	2		1	7
4. Caring	3	1	1		1
5. Competent	8		2	1	5
6. Encouraged many points of view	1			1	
7. Worked well together	4	1			3
8. Enthusiastic	1				1
9. Well prepared	4				4
10. Good representation from T. C. projects	1				1
11. Knowledge of Teacher Corps	1				1
12. Excellent	4	1	1		2

TABLE 5 (continued)

Weaknesses	TOTAL	Univ. Faculty N=10	Princ.* N=5	TL** N=5	Teachers*** N=20
1. Lack of knowledge of content	9	6		2	1
2. Talked down to participants	3	3			
3. Too controlling	2	2			
4. Not sensitive to group needs	2	2			
5. Too few women	1			1	
6. Didn't provide direction for workshops	2				2
7. Not prepared	2				2
8. Pace of program too slow	1	1			

*Principals

-- 2 Elementary Principals
-- 1 Secondary Principal
-- 2 LEA Coordinators

**Team Leaders

-- 3 Team Leaders
-- 1 Community Coordinator
-- 1 Other

***Teachers

-- 17 Elementary
-- 2 Secondary
-- 1 Counselor

All Tables in this report divided into these categories for PTW 2 contain the same groupings of participants.

Forty-one strengths of the PTW 2 staff were noted by forty participants. Highest rated were personable (10) and competence (8). Twenty-two weaknesses were identified, nine of which were "lack of knowledge of content." Two-thirds of the weaknesses were identified by the university faculty who noted twice as many negative factors as positive comments.

On the Post-Program Reactionaire, participants rated the staff on a five-point scale (3 - neutral, 5 - high). The staff of PTW 2 received an overall rating of 3.67 by participants as indicated in Table 6.

TABLE 6

Participant Assessment of Faculty and Staff - PTW 2

Role Group	Mean
Teacher (N = 19)	3.79
Principal (N = 4)	4.08
Professor (N = 8)	3.21
Teacher Corps Staff (N = 4)	4.50
TOTAL (N = 43)	3.67

Participants in general agreed that staff members encouraged new viewpoints and were interested in and helpful to participants. Teacher Corps staff rated the faculty most highly while university faculty members rated the staff lowest, and all groups responded positively.

Conclusions Concerning Staff

All role groups felt, generally, that the staff of PTW 1 was competent, interesting and willing to respond to participants' needs. Negative comments were few and most (15 of 21) came from university faculty members and secondary teachers who criticized the competence and instructional styles of some faculty members. It should be underscored that the design, in some ways, limited the ability of the staff to vary the mode of presentation and to allow adequate time for participant involvement in the instructional setting.

The strength of the PTW 2 faculty members rested with their ability to relate well to participants and to communicate warmth, caring and interest in the program. However, both staff and participants, especially university faculty members, felt that the lack of staff background in the content was a critical weakness. Perhaps, this factor also contributed to the perceived lack of sensitivity to group needs, and to "talking down" to participants. Short planning time and the wide use of materials unfamiliar to staff may have contributed to the feeling that the program was substantively weak.

On a five-point scale, the staff of PTW 1 received a positive rating of 3.91, while the staff of PTW 2 received a positive rating of 3.67.

Recommendations Concerning Staff

It is apparent that a critical function of the planning team is staff selection based upon careful consideration of selection criteria. Staff members should be selected on the basis of:

- *Content expertise*
- *Experience in instructional design*
- *Group facilitation skills*
- *Diversity in backgrounds and experiences*
- *Diversity in ethnicity and sex*
- *Experience in temporary systems*

In addition, planners should consider the instructional design and select staff whose skills can best be utilized to deliver that design. They should be involved in planning, should be trained for the specific requirements of the job, should be involved in team building exercises, and should be free to vary the design to take advantage of their own strengths. It is necessary that the planning team actively recruit qualified staff.

Teacher Corps-Washington, should not limit planners to selecting staff from within the Network alone. While it is desirable to identify and build expertise within each Network, some outside resources may strengthen the instructional team. Planners should consider using outside consultants, when needed, as trainers for staff, as instructors, or as resource persons.

RESULTS OF PLANNING: PARTICIPANT SELECTION AND PROJECT TEAM COMPOSITION

Selection of participants for the

PTWs included the processes of establishing selection criteria, identifying candidates, and, finally, choosing team members. Guidelines from Teacher Corps-Washington, stipulated that the fourteen teams in the Mid-Atlantic Network and the seven teams in the Texas Network should each be comprised of the principal, site coordinator or LEA coordinator; an IHE faculty member from the school of Business Administration or the School of Management who has had experience in organization theory; and an IHE faculty member from the School of Education who has an interest in organization theory; three classroom teachers from each 12th cycle project and two teachers and the Team Leader from each 11th cycle project; and, as an option, the Project Director.

PTW 1: Participant Selection

In PTW 1, the Project Directors were the key persons in the identification and selection of participants and were responsible for extending invitations to them. Typically, the invitation was verbal, sometimes it was extended during a faculty meeting in a school, but was in written form in one project. In schools, the principal almost always was involved in the selection; in the university, the dean was involved in only one case. One Project Director pointedly made known that school representatives need not have participated in the project the previous year. While vitae were requested in one project and informal interviews were held with the director in another, volunteers were typically elicited. In only two projects were there more volunteers than positions on the team, and these were school teachers. University positions, particularly those in business administration, were difficult to fill. One director filled this position only because of personal contact with an individual who expressed interest in the PTW.

The Project Director was always involved in the final selection of participants, although he/she usually shared this responsibility. In one project, he/she had veto power over any nomination. School personnel were selected in a different manner than university personnel. In five projects, the principal assumed sole responsibility within the school while in three projects, he/she was part of a steering committee or selection team. Two projects selected solely on the basis of job description while the number of candidates in the other projects made selection unnecessary. The teachers' organization was involved in one project in selection, and fellow teachers in two of the projects.

University personnel were typically selected from whoever was available, with one project having no university participants. The project staff nominated, discussed and selected university representatives in two projects. No university personnel who volunteered to participate were not included.

The time constraints on participant

selection were enormous. Many potential participants had already made plans for the summer. University faculty had committed themselves to teaching, research, vacation, or other activiities and were thus not available. The following figure illustrates the timing of participant selection:

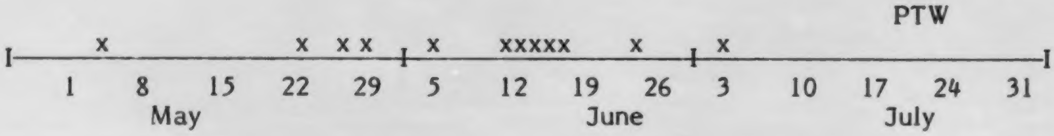

Figure 3

Time Line for Participant Selection - PTW 1

Four projects selected participants during May, seven during June, and one in July. Two projects did not indicate when participants were selected. Of those responding, two-thirds (8) of the projects had not selected participants six weeks prior to the PTW.

A wide variety of selection criteria were named by Project Directors. These are listed in Table 7 with the number of projects employing each.

The two criteria most often named by Project Directors were availability to attend the PTW and member of a role group specified in the PTW guidelines. Involvement, either current or previous, in Teacher Corps and expertise of participants (organizational theory, leadership ability, etc.) were next, followed by interest in Teacher Corps and interest in attending the PTW.

The criteria were specified by the project's staff in one project, by the director in three others, and by the school district administration for school representatives in still another.

TABLE 7

Criteria for Participant Selection - PTW 1

Criteria	No. of Projects Using Criteria
Role stipulated in PTW Guidelines	6
Availability	6
Involved in Teacher Corps project	5
Expertise of participants	5
Expressed interest in attending PTW	4
Interest and concern for Teacher Corps program	4
Multiethnic or sex composition of team	3
Ability to communicate workshop information	2
Interest in topic of PTW	1
Teaching experience	1
Willingness to disseminate PTW ideas	1
Personal characteristics/comradeship	1

PTW 1: Participant Demographics

Ninety-nine participants attended PTW 1. Of those, eighty-two completed a Participant Vita during the first session of the workshop. Data in this section are based on those vitae. Participants came to PTW 1 from schools, universities, and Teacher Corps projects. Table 8 classifies them according to current position or role.

TABLE 8

Roles of Participants - PTW 1

Role	Number	Percent
TEACHER		
Elementary Teacher	14	17
Secondary Teacher	21	26
Sub-total		43
PRINCIPAL		
Elementary Principal	1	1
Secondary Principal	2	4
Coordinator, Assistant Superintendent	3	4
Sub-total		9
PROFESSOR		
Education	9	11
Educational Administration	2	2
Organizational Theory	3	4
Psychology	2	2
Sub-total		19
TEACHER CORPS STAFF		
Project Director	11	13
Program Development Specialist	4	5
Assistant/Deputy Director	2	2
Community Coordinator	2	2
Team Leader	5	6
Sub-Total		28
TOTAL	82	99

Forty-three percent of participants in PTW 1 were classroom teachers, nineteen percent were college faculty, thirteen percent were Project Directors, while twenty-eight percent were Teacher Corps Staff. In a related question, eighty-three percent described a role through which they would be involved in Teacher Corps (Project Director, Team Leader, Program Development specialist, etc.), while the remainder were primarily involved in other non-paid responsibilities with Teacher Corps (teacher, principal, advisory council member, dean, etc.).

Participants had been involved with a wide range of past or present Teacher Corps programs and experiences. These are summarized in Table 9.

TABLE 9

Teacher Corps Experiences of PTW 1 Participants

Type of Experience	No. of Responses	Percent of 82 Participants
Project Director	12	15
Team Leader	12	15
Cooperating Teacher	9	11
Intern	6	7
Consultant	5	6
Attend Workshop/Conferences	5	6
Program Development Specialist	4	5
LEA Steering Committee	2	2
Demonstration Team	2	2
College Coordinator	2	2

TABLE 9 (continued)

Type of Experience	No. of Responses	Percent of 82 Participants
Principal Site Coordinator	1	1
Community Coordinator	1	1
Evaluator	1	1
Diagnostic/Prescriptive Specialist	1	1
USOE Official	1	1
National Advisory Committee	1	1
None/No Response	30	37
TOTAL	95	

Thirty-seven percent of participants indicated they had had no previous experience with Teacher Corps or left this question blank. Several had had more than one type of experience with Teacher Corps, thus fifty-two participants indicated a total of sixty-five experiences. Of all participants, fifteen percent had been or were presently Project Directors and fifteen percent were Team Leaders. Eleven percent were cooperating teachers and seven percent had been interns.

Personal characteristics of participants are summarized in Table 10.

Forty-four percent of participants were Black while thirty-eight percent were Caucasian. Mexican Americans and Puerto Rican Americans accounted for a total of thirteen percent. Fifty-six percent were male and forty-four percent female. Twenty-one per-

TABLE 10

Participant Demographic Information - PTW 1

Variable	No. of Participants	Percent
ETHNICITY OR RACE		
Black American	36	44
Caucasian American	31	38
Puerto Rican American	5	6
Spanish American	6	7
No Response	4	5
SEX		
Male	46	56
Female	36	44
AGE		
20-29 Years	17	21
30-39 Years	31	38
40-49 Years	27	33
50 and Over	7	8
HIGHEST DEGREE		
Bachelor's Degree	26	32
Master's Degree	36	44
Doctor's Degree	20	24
TOTAL	82	100

cent were under twenty-nine years of age while eight percent were over fifty. The vast majority (seventy-one percent) were between thirty and forty-nine years of age. Forty-four percent of participants had master's degrees while twenty-four percent had doctoral degrees.

Participants had attended or were attending ninety-eight colleges and universities in twenty-four states, Puerto Rico, Italy and France. Seventeen institutions were in Pennsylvania; ten in New York; eight in New Jersey; six in Maryland; five each in California, Illinois, and Ohio; and four in Washington, DC.

In one question on the Participant Vita, participants were asked to identify their areas of expertise. Some of them chose to do so by identifying their job role, while a second group specified personal skills and a third group listed special programs they had engaged in. These areas are summarized in Table 11.

TABLE 11

Expertise of PTW 1 Participants

Expertise	No. of Responses	Percent of 82 Participants
DEFINED BY JOB ROLE		
Teacher	42	51
Management/Administration	12	15
Teacher Trainer	5	6
Teacher Supervision	4	5
Counselor	3	4
DEFINED BY PERSONAL SKILLS		
Facilitation	9	11
Evaluation	6	7
Group Dynamics	5	6
Program Design/Implementation	5	6
Organization Theory	4	5

TABLE 11 (continued)

Expertise	No. of Responses	Percent of 82 Participants
DEFINED BY PERSONAL SKILLS (cont.)		
Behavioral Analysis/Conflict Resolution	3	4
Staff Development	3	4
Leadership	2	2
Affective Education	2	2
Systems Management Research	2	2
Clinical Supervision	2	2
Community Relations	1	1
Proposal Writing	1	1
DEFINED BY SPECIAL PROGRAMS		
Special Education	10	12
Multicultural/Bilingual	5	6
Vocational Education	3	4
Certified Basics Instructor	2	2
Individualized Instruction	2	2
Urban Education	1	1
Career Education	1	1
Alternative Education	1	1
NO REPONSE	4	5
TOTAL	140	

The eighty-two participants identified a total of 140 areas of expertise. Fifty-one percent of participants identified their expertise as a teacher while fifteen percent as management/administration. A wide range of personal skills were listed by participants, including facilitation skills (eleven percent) and evaluation (seven percent). Twelve percent had had experience in special education programs. In all, twenty-six areas of expertise were listed by participants.

In another question on the vita, participants were asked to describe their background in organization theory. These data are summarized in Table 12.

TABLE 12

Organization Theory Background of PTW 1 Participants

Background	No. of Responses	Percent of 82 Participants
PARTICIPATION IN TRAINING		
Coursework	20	24
CMTI - 76	2	2
Network Meeting	1	1
Conferences/Workshops	1	1
Personal Reading	1	1
ADMINISTRATIVE EXPERIENCE		
Administrative Experience	23	28
Management Consulting	7	9
Classroom Management	3	4
Organizational Theory Professor	2	2
Business/Economics Professor	1	1
Trainer in Consultation Skills	1	1
Clinical Supervision	1	1
NONE/NO RESPONSE	28	34
TOTAL	91	

Nearly one-fourth of participants had completed some coursework in organization theory, while twenty-eight percent had had practical administrative experience. One-third of participants had no experience (thirty-four percent), while about ten percent had extensive experience and background.

The third question probed participants' multicultural education backgrounds. These data are summarized in Table 13.

TABLE 13

Multicultural Education Backgrounds of PTW 1 Participants

Background/Experiences	No. of Responses	Percent of 82 Participants
PARTICIPATION IN TRAINING		
Personal Experience	18	22
Workshops/Seminars	6	7
Teacher Corps	6	7
Coursework	5	6
CMTI - 76	2	2
INVOLVEMENT IN MULTICULTURAL EDUCATION		
Teaching in Multicultural Setting	27	33
Training of Teachers	6	7
Administration	3	4
Day Care	1	1
NONE/NO RESPONSE	22	27
TOTAL	96	

Of the eighty-two participants, twenty-two, or twenty-seven percent, either did not respond to this question or had had no multicultural experience. The remaining sixty participants recorded seventy-four types of experiences. One-third of all participants were teaching in a multicultural setting, while twenty-two percent recorded personal experience. Participants also attended workshops, seminars, courses, and CMTI - 76, all of which included multicultural learning experiences.

Participants were asked to state why they believed they were selected to attend PTW 1. Sixty-five reasons were cited by 82 participants and those reasons are summarized below.

TABLE 14

Participant Perceptions of Reasons for Their Selection to PTW 1

Reason for Selection	No. of Responses	Percent of 82 Participants
EXPERIENCE		
Previous TC experience	7	9
Administrative experience	5	6
Union experience	1	1
ROLE	20	24
DESIRE FOR SKILL DEVELOPMENT/INFORMATION		
Interested	14	17
Exploratory/learn about TC	11	13

TABLE 14 (continued)

Reason for Selection	No. of Responses	Percent of 82 Participants
DESIRE FOR SKILL DEVELOPMENT/INFORMATION (cont.)		
Need training, skill development	7	9
To improve project/program	4	5
New Teacher Corps members	1	1
SPECIAL QUALIFICATIONS	6	7
MISCELLANEOUS		
Elected	4	5
Invited	3	4
No choice	2	2
Random selection	1	1
Don't know	1	1
NO RESPONSE	4	5
TOTAL	91	

The reasons for being selected to attend PTW 1 could be classified into four groups: experiences of participants, roles in the local project, desire for skill development and information, and special qualification. Some responses such as "elected," "invited," "no choice," and "random selection," were classified in a "miscellaneous" category. Twenty-four percent of participants believed they were selected to attend PTW 1 because of their role in the local project (teacher, project director, team leader, principal). Seventeen percent felt it was a result of their interest, while thirteen percent believed they were selected so as to learn more about Teacher Corps.

In a related question, participants were asked to identify those persons who were involved in the decision to attend PTW 1. Forty-three percent listed the Project Director, twenty-one percent, the principal or vice-principal, and twelve percent faculty members. Other individuals mentioned included Team Leader, Program Development Specialist, Dean, Superintendent, and Secretary of Education. Groups involved in the decision included project teams and advisory boards or steering committees.

PTW 1: Assessment of Participant Teams

At the conclusion of the workshop, participants and staff members were asked to assess the strengths and weaknesses of project teams. Staff members offered several suggestions. First, it was stressed that participants, regardless of role group, should be persons who could return to the project in a leadership role. Second, it was recommended that community representatives be added to the project team, and third, an observation was made that university faculty, while informed and interested in the content, were not informed about the PTW or Teacher Corps and failed to interact with other team members. Finally, the appropriateness of content was praised but criticism was made of the workshop's failure to focus on the inservice roles and skills of participants.

Participants, too, assessed the team composition. Their responses, contained in Table 15, indicate that the mix of role groups is perceived as desirable.

TABLE 15

Participant Perceptions of the Strengths and Weaknesses of Project Team Composition - PTW 1

Strengths	TOTAL	Non-Ed Faculty N=7	Tcher Ed Faculty N=4	Project Dirs. N=6	Princ. N=9	TL N=9	PDS N=3	Sec. T N=13	Elem. T N=15
Team members related well to one another/cohesive	35	1	2	3	5	5	2	9	8
Project Director is critical	1	1							
University consultant	3	2				1			
School was well represented	1	1							
Diversity of roles	6	1			1			2	2
Concern of team for Project	4	1	1		2				
Project was well represented	2		1		1				
Teachers	2			1		1			
Principal	1			1					
Team Leader	1					1			
School - university interaction	1							1	

TABLE 15 (continued)

Weaknesses	TOTAL	Non-Ed Faculty N=7	Tcher Ed Faculty N=4	Project Dirs. N=6	Princ. N=9	TL N=9	PDS N=3	Sec. T N=13	Elem. T N=15
Some key members missing	8	2				2		2	2
Need Project Director	5	2				1		2	
Need Principal	6	1				2	1		2
Need more teachers	5	1	1					2	1
Need interns	3	1			1			1	
Need teacher aides	2		1		1				
Need university reps.	2				1			1	
Need community rep.	6				1		1	1	3
Need Team Leader	1								1
Roles are unclear	3	1				1			1
Inadequate recruitment time	5	1		1	1	1			1
Need more team time	4			2					2
Should recruit influential role group representatives	2			1		1			
Should eliminate college faculty	4			1		1		1	1
Too diverse	1				1				
More team building	2				1				1

On the Post-Program Reactionaire, participants were given three statements concerning team composition. They were asked to rate the degree to which they agreed or disagreed with each statement (3--neutral; 5--strongly agree). The team composition received a mean rating of 3.2 (See Table 16).

TABLE 16

Participant Assessment of Participant
Team Composition — PTW 1

Role Group	Mean
Teacher (N = 32)	3.24
Principal (N = 5)	3.00
Professor (N = 17)	3.48
Teacher Corps Staff (N = 18)	2.83
TOTAL (N = 72)	3.20

Participants were neutral about team composition. Teacher Corps staff rated team composition lowest, indicating that they did not feel the best mix of roles was present and persons who could influence change back home were missing from the team. University faculty members were most positive concerning team composition. Comments on the preceding table suggest that several teams were missing key personnel.

PTW 2: Participant Selection

Project Directors were responsible for developing a selection process for participants in PTW 2. Each project identified its own selection processes and the varied procedures reflected the modes previously used within the project. In one project the two teacher associations made the selection, in another, the council (advisory group) made the decision, and in two other projects the faculty voted on who would attend. The principal and Team Leader positions were stipulated in the original specification; however, the late date for invitations precluded some from attending the PTW.

University faculty were more difficult to identify and select; many had previous commitments for the summer. Not all positions were filled, with one project having no university faculty in attendance.

The earliest date mentioned for participant selection was late May; several decided in mid-June, and the last by July 10th. Several directors commented that the late dates for announcing the workshop and selecting participants would affect negatively the quality of the team.

Selection criteria varied. One project, for example, selected teachers who had worked closely with Teacher Corps the previous year, while another selected persons who had not been actively involved in Teacher Corps the previous year, hoping to encourage their more active participation. Other criteria mentioned were: availability to attend (major consideration); knowledge of Teacher Corps; experience with Teacher Corps; willingness to become involved with the Teacher Corps project and to present inservice programs; and published Teacher Corps criteria.

PTW 2: Participant Demographics

Forty-five professionals participated in PTW 2. They contributed a wide range of skills and backgrounds to the workshop, interacted with instructors and resources of PTW, and were the targets of change strategies. A brief overview of them was provided by a Participant Vita, which each completed in the first day of the PTW. Data in this section are drawn from their vitae. Their jobs in their local communities are described in Table 17.

TABLE 17

Roles of Participants — PTW 2

Role	Number	Percent
TEACHER		
Elementary Teacher	17	38
Secondary Teacher	6	13
Sub-total	23	51
PRINCIPAL		
Elementary Principal	3	7
Secondary Principal	1	2
Sub-total	4	9
PROFESSOR		
Teacher Education	7	16
Educational Administration	0	0
Organizational Theory	1	2
Sub-total	8	18
TEACHER CORPS STAFF		
Project Director	2	4
Program Development Specialist	1	2
Assistant/Deputy Director	1	2
Community Coordinator	3	7
Team Leader	3	7
Sub-total	10	22
TOTAL	45	100

Half of the participants in PTW 2 were classroom teachers (fifty-one percent), and nine percent were principals. Eighteen percent were university professors while twenty-two percent were members of the Teacher Corps staff.

In another question, participants were asked to describe their roles in Teacher Corps for 1977-1978. Eighty-five percent of them identified some role through which they would be involved in their local project. Those positions included paid positions (twenty-seven percent) as well as unpaid positions such as members of steering committees, consultants, teachers, and community representatives.

Participants had engaged in a wide variety of past or present Teacher Corps programs or experiences. These are summarized in Table 18.

TABLE 18

Teacher Corps Experiences of PTW 2 Participants

Type of Experience	No. of Responses	Percent of 45 Participants
Cooperating Teacher	15	33
Workshops/Conferences	10	22
Consultant	4	9
Intern	3	7
Project Director	2	4
Team Leader	2	4
LEA Coordinator	2	4
LEA Steering Committee	2	4

TABLE 18 (continued)

Type of Experience	No. of Responses	Percent of 45 Participants
Community Coordinator	2	4
CMTI - 1976	2	4
Intern Screening Panel	2	4
Teacher Corps Administrative Staff	2	4
Proof Reader for Proposals	1	2
Supervisory Training	1	2
None/No Response	14	31
TOTAL	64	

Several participants had had more than one type of experience in Teacher Corps activities, thus a total of sixty-four experiences were named by forty-five participants. Fourteen persons or thirty-one percent either had had no Teacher Corps experience or did not respond to the question. Most respondents listed jobs (cooperating teacher, consultant, intern) or roles (LEA steering committee, intern screening panel). Several, however, specified training experiences such as workshops or conferences, CMTI-1976, and supervisory training.

Personal characteristics of participants are summarized in Table 19.

TABLE 19

Participant Demographic Information - PTW 2

Variable	No. of Participants	Percent
ETHNICITY OR RACE		
Black American	17	38
Caucasian American	14	31
Mexican American/Chicano	11	24
Cuban American	1	4
No response	2	4
SEX		
Male	21	47
Female	24	53
AGE		
20-29 Years	11	24
30-39 Years	15	33
40-49 Years	16	36
50 and Over	3	7
HIGHEST DEGREE		
Bachelor's Degree	13	29
Master's Degree	25	56
Doctor's Degree	6	13
None	1	2
TOTAL	45	100

Thirty-eight percent of participants classified themselves as Black Americans, thirty-one percent as Caucasian Americans, and twenty-four percent as Mexican Americans or Chicanos. The participants were about evenly divided between the sexes, with forty-seven percent male and fifty-three percent female. The age range was wide -- one-fourth were less than thirty years old while seven percent were over fifty. Two-thirds were between thirty and forty-nine years of age.

More than half of participants (fifty-six percent) had master's degrees while thirteen percent had earned doctorates. Twenty-nine percent had bachelor's degrees and one person had no degree.

Participants had attended colleges and universities in nineteen states and one foreign country. They had attended predominantly Texas Colleges (twenty-six). Four colleges from Kansas, three each from Michigan, Missouri and Tennessee were also represented in the workshop.

In one question on the Participant Vita, participants were asked to identify their areas of expertise. Some of them chose to do so by identifying their job role while a second group specified personal skills and a third set listed special programs they had engaged in. These areas are summarized in Table 20.

TABLE 20

Expertise of PTW 2 Participants

Expertise	No. of Responses	Percent of 45 Participants
DEFINED BY JOB ROLE		
Teacher	29	64
Administration/Supervision	10	22
Teacher Trainer	1	2
Curriculum Coordinator	1	2
Counseling	1	2
Speech/Hearing Therapist	1	2
Day Care Specialist	1	2

TABLE 20 (continued)

Expertise	No. of Responses	Percent of 45 Participants
DEFINED BY PERSONAL SKILLS		
Human Relations Training	9	20
Evaluation and Research	2	4
Curriculum Development	2	4
Community Involvement	2	4
Interdisciplinary Training	1	2
Fund Raising	1	2
Scout Leadership Training	1	2
Salesmanship	1	2
Oganizational Theory/Behavior	1	2
Clinical Psychology	1	2
Management Consultant	1	2
DEFINED BY SPECIAL PROGRAMS		
Bilingual/Multicultural	8	18
Special Education	5	11
Early Childhood	4	9
Title I Programs	3	7
Individualized Instruction	3	7
Drug Education	1	2
Alternative Education	1	2
Adult Basic Education	1	2
NO RESPONSE	2	4
TOTAL	94	

Participants in PTW 2 listed ninety-four areas of expertise, an average of two per person. By far the greatest single area of experience claimed was that of teacher (sixty-four percent), while the second largest was administration/supervision (twenty-two percent). Twenty percent had had human relations training. Participants identified elements of programs that they were involved in which contributed to their expertise. These included bilingual or multicultural education (eighteen percent), special education (eleven percent), and early childhood education (nine percent). Only one person named organizational theory as an area of expertise.

The background of participants vis-à-vis organizational theory was probed through a separate question on the Participant Vita. Responses to this question are summarized in Table 21.

TABLE 21

Organization Theory Background of PTW 2 Participants

Background	No. of Responses	Percent of 45 Participants
PARTICIPATION IN TRAINING		
Coursework	6	13
Seminars/Workshops	3	7
CMTI - 76	2	4
Degree/Organizational Theory	1	2
Administrative Intern	1	2
Personal Reading	1	2
ADMINISTRATIVE EXPERIENCE		
Program Director	5	11
Business Experience	4	9
Principal/Assistant Principal	3	7
Classroom Management	3	7
Faculty Organizer	2	4

TABLE 21 (continued)

Background	No. of Responses	Percent of 45 Participants
ADMINISTRATIVE EXPERIENCE (cont.)		
Staff Development	1	2
Student Teacher Coordinator	1	2
Administrator	1	2
Instructional Leader	1	2
Teacher/Writer on Organizational Theory	1	2
NONE/NO RESPONSE	21	47
TOTAL	57	

Nearly half of participants (forty-seven percent) had no previous background in organizational theory or did not answer this question. Of those with experience, only thirteen percent had engaged in coursework while most listed administrative experience as their background. Only one participant was an expert in this area; he had a degree in organization theory, taught, and had written in the field.

A second area of concern in the PTW was multicultural education. The background of participants in this area is described in Table 22.

TABLE 22

Multicultural Education Background of PTW 2 Participants

Background/Experiences	No. of Responses	Percent of 45 Participants
PARTICIPATION IN TRAINING		
Workshop	7	16
Coursework	5	11
Teacher Corps	2	4
CMTI - 76	12	4
Teacher Corps Multicultural Ed. Program	1	2
Participation/Training Foreign Ed. Prog.	1	2
INVOLVEMENT IN MULTICULTURE		
Teaching in Multicultural Setting	29	64
Personal Experience	7	16
Visiting Professor Abroad	1	2
Curriculum Materials Development	1	2
Staff Development	1	2
NONE/NO RESPONSE	6	13
TOTAL	63	

Sixty-four percent of participants were involved in teaching in multicultural situations, and sixteen percent had personal experience. Sixteen percent had been trained in multicultural education through workshops and seminars while eleven percent had completed courses in the area. Thirteen percent, however, indicated no multicultural experience or did not answer the question.

Participants were asked to describe the reasons they believed they had been selected to attend PTW 2. Forty-eight reasons were cited, about one per participant. These are summarized in Table 23.

TABLE 23

Participant Perception of Reasons
for
Their Selection to PTW 2

Reason for Selection	No. of Responses	Percent of 45 Participants
DESIRE FOR SKILL DEVELOPMENT/INFORMATION		
Need training/skill development	9	20
Interested	5	11
To help institute training at local site	5	11
To involve more teachers	1	2
EXPERIENCE		
Previous TC experience	5	11
Organizational Theory Background	2	4
Multicultural experience	2	4
Business/Management experience	1	2
ROLE	11	24
SPECIAL QUALIFICATIONS	5	11
NONE/NO RESPONSE	2	4
TOTAL	48	

Forty-four percent of participants believed they were selected to attend PTW 2 because of their desire for skill development. Twenty percent felt they needed such training, eleven percent believed they were selected because of their interest, and eleven percent because they were willing to help institute training at the local site. Twenty-one percent of participants believed their experence with Teacher Corps, organizational theory, or multicultural education was the basis for selection. Twenty-four percent listed their role at the local site, and believed they were selected because of that role (e.g., teacher, team leader, secondary team trainer). Finally, eleven percent listed special qualifications which were involved in their selection. These included leadership, ability to solve problems, ability to accept and use new ideas, ability to work well with people, and responsible achiever (one response each).

In a related question, participants were asked to identify those persons who were involved in the decision to attend PTW 2. As might be expected, the Project Director was identified as a key person in this regard (eighty-four percent). Thirteen percent named their principal and thirteen percent named the Team Leader. Twenty percent of participants named eight other roles that were involved in the decision including the Dean, the Superintendent, and target school faculty.

PTW 2: Assessment of Project Team Composition

A final set of data were collected from staff and participants when, at the close of the program, each was asked to assess the strengths and weaknesses of the project team. Two staff members stated that the team composition was excellent and participants were well chosen. Two staff members suggested developing criteria for selecting participants and not insisting on specific role representatives. Finally, two staff members were critical of the teams because they did not feel they were likely to conduct inservice training in the future.

The participants' perceptions of the team composition appear in Table 24 and indicate support for mixing roles in the workshop.

TABLE 24

Participant Perceptions of the Strengths and Weaknesses of Project Team Composition - PTW 2

Strengths	TOTAL	Univ Faculty N=10	Princ N=5	TL N=5	Teachers N=20
Team members related well to one another/cohesive	22	8	2		12
Concern of team for project	3	3			
Diversity of roles/talents	6	5	1		
Project well represented	1		1		
All are directly related to TC	1				1
Teachers and administrators	1				1
Weaknesses					
Some key members missing	5	1			4
Some are too busy	1	1			
Lack of commitment	2	1			1
Indequate recruitment time/ criteria	1	1			
Need more teachers	1				1
Need TC project personnel/ Project Director	1	1			
Need P.D.S.	1		1		
Need administrators	1			1	
Need university representatives	1				1
More team building	1		2	1	
Too much team time	3			2	1
Dominated by college faculty	1			1	
Lack of involvement with Teacher Corps	2				2

On the Post-Program Reactionaire, participants used a five-point scale to rate the team composition (3 - neutral, 5 - highest). A mean rating of 3.38 was given to team composition (See Table 25).

TABLE 25

Participant Assessment of Participant Team
Team Composition - PTW 2

Role Group	Mean
Teacher (N - 19)	3.21
Principal (N = 4)	3.67
Professor (N = 8)	3.58
Teacher Corps Staff (N - 4)	3.42
TOTAL (N = 43)	3.38

Principals rated team composition highest, while teachers rated it lowest. While all participants were positive about the teams, they felt that a mix of persons who could influence change backhome should be a selection criteria, and that teams were often missing key personnel.

Conclusions Concerning Participants

Participants in the Pilot Trainer Workshops were selected primarily by Project Directors who used various selection criteria. Both PTWs attempted to meet Teacher Corps guidelines for team composition and, in both cases, found it difficult to fill university faculty positions. Participants in PTW 1 most often felt that they had been selected on the basis of interest (17%), while participants in PTW 2 felt that they had been selected on the basis of role (24%).

Demographic data reveal some differences in participant characteristics. At PTW 1, eighty-two participants completed vitae and at PTW 2, forty-five participants completed vitae. Ethnically, participants were distributed as follows (see Table 26):

TABLE 26

Ethnic Composition of PTW 1 and PTW 2 Participants

Ethnic Group	Percent PTW 1	Percent PTW 2
Black	44	38
White	38	31
Puerto Rican	6	
Hispanic	7	2
Chicano		24
No response	5	5

The largest percentage of participants in both workshops was Black (44% and 38%); Whites were second with 38 and 31 percent of the participants. About 15 percent of participants in PTW 1 were Puerto Rican or Hispanic, while twenty-six percent of participants in PTW 2 were Hispanic or Mexican American.

At PTW 1, fifty-six percent of participants were male, and at PTW 2, forty-seven percent of participants were male. At both PTWs, participants were most often between the ages of thirty and forty-nine (71% and 69%).

Twenty-four percent of the participants in the Mid-Atlantic Workshop held PhDs, while this was true for thirteen percent of the Texas participants. Sixty-six percent at PTW 1 had some backgound in organization theory and seventy-seven percent had some knowledge of multicultural education. At PTW 2, fifty-three percent had background in organization theory and eighty-seven percent had some knowledge of multicultural education.

When asked to rate the composition of their project teams, PTW 2 participants offered a mean ratings of 3.38 which is slightly higher than the 3.2 rating of PTW 1 participants. The rating indicated that some changes would be made by participants in team composition. Based on comments, those changes would be likely to include recruiting members who could influence change backhome and obtaining team members from role groups which were under represented. In PTW 1, the Teacher Corps staff was least positive about team composition and university faculty were most positive. In PTW 2, teachers were least positive and principals were most positive.

Recommendations Concerning Participants and Team Composition

It is evident that diverse team membership is a desirable feature of the PTW experience. All role groups were positive about team activities and relating to persons having different professional backgrounds. The teams' weaknesses were lack of sufficient membership holding positions where they could influence change (institute training programs) backhome.

Selection criteria were often inadequate or not applied at all. Team members were uncertain of future roles, but felt, in general, they had grown as a team.

It is recommended that participant selection criteria be developed and applied. Selection criteria should include diversity of participant backgrounds and roles, and expertise relating to activities they are expected to undertake at the local project. To obtain commitment to the goals of the PTW, persons in addition to Project Directors should be involved in the selection process. Deans, department heads, and inservice coordinators, to name some roles, might encourage implementation of workshop ideas if they are involved in the selection of participants.

Teams should be comprised of representatives from the project, the LEA and the IHE, but specific role representatives should not be mandated. Rather, teams should be comprised of role representatives who are interested in and able to effect program implementation backhome.

RESULTS OF PLANNING: NORM SPECIFICATION

Specifying norms is the process of describing behavioral expectations for participants and staff who will join the temporary system.

PTW 1 - Norm Specification

In PTW 1, norms were not specified in writing. The Instructional Coordinator reported that the system was designed to encourage negotiation, to assume that conflict was healthy and to encourage hard work and task orientation. Dress would be informal and, since stipends were paid to participants, punctuality and attendance were expectations of planners.

PTW 2 - Norm Specification

A document prepared by the planning team stated some behavioral assumptions (not norms per se, but expectations for entry) about participants. They were expected to:

- *come to the PTW with a certain level of anxiety due to individual and professional differences among participants;*
- *be energetic, intelligent, and knowledgeable;*
- *be experienced in dealing with community and school organizational structures and have considerable background in concepts relating to teaching and learning processes;*
- *come from diverse cultures and ethnic orgins and return to diverse school and community environments at the termination of the PTW;*
- *come from diverse educational assignments - public school teaching, public school administration, university teaching and clinical supervision;*
- *vary as to their knowledge of organizational theory and concepts;*
- *show diversity in their expectations for the workshop;*
- *have limited knowledge of Teacher Corps if not a member of a local project staff;*
- *share some common needs and concerns regarding training and differ in some needs and concerns;*
- *focus on key concepts, basic skills and critical issues or problems because nine days is a relatively short period of time to develop a large number of skills and concepts or to change attitudes.*

Conclusions Concerning Norm Specification

Both PTW planning teams considered, somewhat, the norms that would operate within their systems. Based upon the programs that evolved during the operating phase, it was not possible, probably due to time constraints, to ensure that all the desired norms evolved.

Recommendations Concerning Norm Specification

Norm specification is a valuable process that helps planners create a social climate that matches the program's objectives. The design should reflect consideration for norms as outcomes can be promoted or negated by the atmosphere and structures developed by planners and staff, and it is desirable to state them in writing, even if they are tentative. Section II will describe norms in operation as they were perceived by participants (see "Norm Formation").

RESULTS OF PLANNING: COMMUNICATIONS AND FEEDBACK SYSTEMS

The planning process includes the development of communications and feedback systems that will operate during the course of the program and also includes systems that will operate between the program staff and the staffs of local projects who will receive participants upon their return from the PTW. The Instructional Coordinator and the Project Directors were interviewed to determine how external communications worked (communications between the PTW and the local projects). The Instructional Coordinator, staff, and participants were sources of data concerning internal communications and feedback systems.

PTW I: Communications and Feedback Systems

Teacher Corps' plans for the PTWs were first revealed to Project Directors at the AACTE conference in February, 1977. At that time the Mid-Atlantic Network began identifying planning team members which would include the Project Directors from the Network's fourteen sites. Since the directors subsequently participated in planning and were present at the PTW, no further formal communication system was planned between the PTW and local projects.

When asked, "Have you been involved in the planning of the PTW? How?", eleven Project Directors responded, "Yes," one said "No," and two indicated that another person from their project was involved in planning. Six directors said their involvement was minimal. Four participated only in Network Board meetings and discussions; three worked on the instructional task force; one was assigned to coordinate internal evaluation activities for the Network, but subsequently, was not involved. One director assisted with site selection and three indicated that they had provided direct input to the Executive Secretary, Instructional Coordinator and staff.

Project Directors would become the primary link to staff members back home. Project Directors reported that information concerning the PTW would be disseminated through organized, regular planning sessions conducted by the participant team (4)*, individual contacts among participants and others (3), using participant teams as workshop consultants (1), and using project team to conduct a needs assessment and decision-making survey (1), at meetings (9), newsletters (4), inservice sessions (2), and distribution of PTW materials (4).

Internal communications and feedback systems would be of three types: informal, written, and oral. It was the view of the Instructional Coordinator that these systems would emerge and, therefore, should not be planned in detail. He did intend that feedback instruments would be used both to assess needs and knowledge of participants and to periodically elicit their responses to the program as it unfolded. He also intended that participants would be represented during staff meetings. As the system actually operated, the following feedback techniques were used:

- *Reaction to Group Process Questionnaire*
- *Response sheets for Rating Sessions*
- *Written summary of feedback reported orally in role groups*
- *Attendance of role group representatives at staff meetings.*

Samples of these instruments appear in Appendix E.

PTW 1: Assessment of Communications and Feedback Systems

Both staff and participants were asked to identify strengths and weaknesses of the communications and feedback systems as part of their final assessment of the PTW. Staff members indicated that the structures and procedures for eliciting feedback were sound, that communication channels were open, for the most part, and that those participants involved in the feedback processes were concerned and offered valuable input. When asked to identify weaknesses in the feedback systems, one faculty member felt that too few channels were available; another felt that too many processes were used. Others felt that feedback was not used, was rejected or was misinterpreted and that systems failed to monitor "the noise in the system." One instructor felt that the faculty had designed feedback mechanisms which were never operationalized. The staff recommended that daily feedback sessions be held, that greater participation be encouraged and that planners be careful to select management personnel which values participant input.

Participants, too, assessed the strengths and weaknesses of the communication and feedback systems. Their responses are summarized in Table 27.

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*Indicates number of Project Directors offering this strategy.

TABLE 27

Participant Perceptions of Strengths and Weaknesses of Communications and Feedback Systems - PTW 1

Strengths	TOTAL	Tchr. Ed. Faculty N=4	Non-Ed. Faculty N=7	Proj. Dirs. N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Accessibility of staff	2	1		1					
Good interaction groups	7		1		1	1			4
Good substantive presentations on communications and team building	3				2	1			
System was open	3	1	1		1				
System was responsive	4		2		1			2	
Good ongoing evaluation	1						1		
Egalitarian	1							1	
Good, OK	11	2		2	1	2	2	1	1
Weaknesses									
Sporadic	1	1							
Too much written feedback	3					1		1	1
All communications channeled through Project Director	1					1			

TABLE 27 (continued)

Weaknesses	TOTAL	Tchr. Ed. Faculty N=4	Non-Ed. Faculty N=7	Proj. Dirs. N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Too many schedule changes	4					1		1	2
No direction to role groups	1					1			
Inadequate facilitation	1				1				
Too little sharing among groups	2				1				1
Inadequate time allotted	4		1		1				2
Inadequate participant involvement	2		1					1	
Inadequate process feedback	1		1						
System not responsive	2		1					1	
Feedback late	3							1	2
Agenda/meeting times not clear	3		1		1				1
One-way, no feedback to participants	2							2	

The majority of strengths of the PTW 1 communications and feedback systems were statements calling the systems "good" or "O.K." Good interaction in groups was named by seven participants while responsiveness of the system was named by five participants. While a longer list, the weaknesses were fewer in number, were scattered, and sometimes were contradictory to items mentioned as strengths.

On the Post-Program Reactionaire, participants were asked to rate the openness of and the opportunities for communications and feedback. On the five point scale, 3 was neutral, 5 was high. Participants responded with a mean rating of 3.88. See Table 28.

TABLE 28

Participant Assessment of Communication/
Feedback Systems — PTW 1

Role Group	Mean
Teacher (N = 32)	3.96
Principal (N = 5)	4.40
Professor (N = 14)	3.28
Teacher Corps Staff (N = 18)	3.91
TOTAL (N = 72)	3.88

All role groups felt the systems were open and responsive. Principals rated communications and feedback most highly with a mean of 4.40. University faculty were least positive with their rating of 3.28.

PTW 2: Communications and Feedback Systems

External communication, that is communication between PTW and the local projects was minimal. Project Directors were involved in staff and participant selection, but were not involved in other formal contacts with the PTW. When interviewed about their involvement in planning, five directors reported lack of extensive participation. One Project Director was director and co-instructional coordinator of PTW 2, while a second was a member of the planning committee. While two other Project Directors were nominal members of the planning committee of the Network, they did not participate actively in planning activities; thus, only two directors assumed almost total responsibility for organizing the PTW. They attended Washington, D.C. planning meetings, made conference calls, and planned the faculty work sessions. All three of the other directors interviewed were not involved in planning, one stating that this was because he was a new Project Director.

Although not directly involved in planning the PTW, some directors anticipated some dissemination activities. Three directors planned presentations to school staffs as part of pre-school programs. One director planned to make PTW materials available to use as part of inservice activities. Plans for one project would grow out of discussions in their Advisory Council, while in a second project, the PTW project team would initiate plans. One director pointed out he planned no theory presentations; that partial implementations would be a regular part of planned inservice activities.

Internal communications and feedback systems at PTW 2 would be of three types: a general session would be held on the evening of the fourth day of the program; project teams would meet for 15 minutes each afternoon to discuss reactions and to record individual or group needs, questions or problems on a 3 x 5 card to be submitted to the staff; formative assessment instruments would be used daily to elicit participants' responses to the program. As the system developed, the 3 x 5 cards were used frequently, but the oral and written assessments were reduced in number from that contained in the original plan. Summaries of assessments were returned to participants for discussion. A sample assessment form appears in Appendix E.

Staff members assessed the strengths and weaknesses of the internal feedback systems during the final data collection session. They indicated that the strengths included the 3 x 5 card system, the tallying and distribution of assessment forms, instructional staff meetings and other feedback sessions. Staff members were critical of the feedback systems, saying they lacked adequate structure and they relied too heavily on informal meetings where concerned parties were not always present.

Participants also assessed the strengths and weaknesses of communications and feedback systems and their responses are summarized below.

TABLE 29

Participant Perceptions of Strengths and Weaknesses of Communications and Feedback Systems - PTW 2

Strengths	TOTAL	Univ. Faculty N-10	Princ. N=5	TL N=5	Teachers N=20
Participant interaction	1				1
System was responsive	5	2			3
Varied methods	2	1			1
System was open	2	1		1	
Encouraged by staff	2	1			1
3 x 5 cards	3		2	1	
Good one-to-one contact	2		1	1	
Good instruments	1			1	
Ample opportunity	4			1	3
Good photo displays	1			1	
Immediacy of feedback	2	1			1
Two-way	1				1
OK, Good, Excellent	5	1	2		2

TABLE 29 (continued)

Weaknesses	TOTAL	Univ. Faculty N-10	Princ. N=5	TL N=5	Teachers N=20
Little feedback from staff to participants	1	1			
Revise instruments	1	1			
Not responsive, defensive	3	2			1
Hierarchy hindered flow of communication	1	1			
Too late	3	1			2
Not enough feedback time	2			1	1
Stayed too much with own team	1				1
Many admin. changes	1				1
Unclear direction	1				1

The strengths of the PTW 2 communications and feedback systems were listed as "good" or "O.K." by five participants. Five participants called the system "responsive." Weaknesses were fewer in number and, as in PTW 1, were often contradictory to items identified by some as strengths.

The openness of and opportunities for communication and feedback were rated by participants on the Post-Program Reactionaire on a five-point scale (3 - neutral, 5 - highest). Participants rated these systems with a mean of 3.76 (See Table 30).

TABLE 30

Participant Assessment of Communication
Feedback Systems - PTW 2

Role Group	Mean
Teacher (N=19)	3.82
Principal (N=4)	4.42
Professor (N=8)	3.42
Teacher Corps Staff (N=4)	4.17
TOTAL (N=43)	3.76

All role groups were positive about the communications and feedback systems with principals rating them highest (4.42) and university faculty rating them lowest (3.42).

Conclusions Concerning Communications and Feedback Systems

Those participants who took advantage of the communications channels available to them during the PTWs found, generally, that the systems were responsive. Administrative and instructional staff members were helpful, personable, and caring and tried to see that individual problems or project team problems were resolved.

The feedback systems used at both PTWs were primarily written instruments, although some participants attended several staff meetings at PTW 1. These systems were sometimes responsive but shortness of time and very full and tightly scheduled agendas made it impossible for the instructional programs to be modified in content. Those changes that did occur were scheduling or process changes. Frustration was evident among participants when feedback was requested long after a session had been completed, when feedback forms were too long or when opportunities for oral feedback and discussions were cut short due to time or to the perceived unwillingness of staff to engage in substantive issues. The staff, themselves, and university faculty representatives were most critical of the systems, while school administrators were most supportive.

Recommendations Concerning Communications and Feedback Systems

Regardless of the specific nature of the communications and feedback systems designed for the workshops, it appears that some common elements are necessary. First, more time should be allotted for debriefing and reacting to presentations. Ideally, this will be done daily and orally when possible. Second, written assessments are valuable, and when used, should be summarized and responded to by staff as quickly as possible. Third, it is likely that participants would take more ownership and responsibility for the program if involved early in the planning process and if communications channels were open and staff encouraged participants to use them. Fourth, participants frequently recommended that their representation at staff meetings be broader. Those participants who attended PTW 1 staff meetings found them valuable and others suggested that each team be allotted a representative. In some networks, however, this would make staff sessions too large and unwieldy. Other governance structures may be appropriate and will be discussed in the next section of this report. Lastly, participants are anxious to provide feedback to the staff; they are also anxious to receive feedback from the staff so that their progress and input can be assessed. Two-way communication should be encouraged within the workshop format.

RESULTS OF PLANNING: SITE AND FACILITIES

Due to some time constraints, site selection for both PTW planning teams was a matter of some urgency. Workshop information could not be mailed until the site was confirmed.

PTW 1: Site and Facilities

The Network Executive Secretary and the Board of Directors were responsible for site selection with the ultimate approval of the Instructional Coordinator. The planning team visited a number of sites and, finally, on July 1, agreed to an arrangement with the University of Maryland, Baltimore County, situated just outside Baltimore City. Criteria used in selecting the site included:

- *Adequate instructional space*
- *Cost*
- *Availability of private rooms*
- *Air-conditioning*
- *Location of all necessary services within walking distance of residence halls.*

The host site was responsible for providing instructional and living space, food service, and some furniture. The Instructional Coordinator, employed by the host institution, reported that all other support services were arranged by the PTW staff.

An observer described the facilities as follows:

- *Living Quarters --*

  Each participant was assigned a single-occupancy dorm room which contained two couch/beds, desk, and a portable closet. A sink was in the room and a bathroom was shared with the person in the next room. The workshop took over most of the dorm. On each floor there was a small lounge with a table, stove, and refrigerator, and these rooms were used for informal socializing as well as small-group instructional meetings. Most of the participants seemed to be satisfied with their rooms, although there were some complaints. The most common complaint was the lack of adequate light. Clearly, the rooms were not too small for the participants' needs. It was a fairly pleasant, private place where they could rest and relax.

  The large lobby was the center of all the non-instructional activity. There were a TV, several plush chairs, and a battery of vending machines, and at all times, there was at least a small handful of people in the lobby. Playing cards or watching TV were their most common activities. The dorm was situated on the edge of the UMBC Campus, which featured a Bookstore, Library, Gymnasium and Tennis/Basketball Courts. Participants rarely visited the bookstore or library, and would have visited the gym had their hours corresponded with hours when the gym was open. However, there were regular tennis and basketball games after supper, and on several occasions, participants threw frisbees and went jogging.

- *Instructional Space --*

  Instruction was usually done in a large lunchroom with about fifteen tables. A small area was cleared toward the front of the room where a speaker's podium was placed. The room was lit entirely by lamps, the shades were always closed. Other instructional activity was conducted in the lounges on each floor.

- *Administrative Space --*

  Administrative activity centered in three offices in the South Wing of the basement. One had a Xerox and a typewriter, and another served as a meeting room. The third served as an Instructional Coordinator's office where the coordinators did much of their work.

This office and the center Xerox office contained the only phones from which long distance calls could be made. A fourth office down the hall contained a typewriter, and was used by a full-time typist working with all PTW materials.

Those working in the offices said that the space was adequate, and there were no other office tools or machines they felt they needed. One problem they did have was lack of small supplies which are taken for granted in any well-supplied office, i.e., rubber bands, paper clips, etc. . . which people neglected to bring along.

The basement also contained a small library of approximately 140 volumes. The library featured everything on the PTW bibliography as well as doubles of some volumes. The library hours corresponded to the "free time" of the participant, although if anyone needed to use it at any other time, it could be arranged. However, the Administrative Assistant in charge of the library said that the facility was rarely used.

- *Social Activities --*

Many participants, when a day's instruction was completed, drove to one of the local night spots for entertainment. There were several PTW social activities, beginning with a welcoming party on the first day.

The next organized social activity was Friday night, when there was a dance in the room where most of the instruction was held. A Jazz band played and one man, professing to be an avid jazz fan, stated that the band was "first rate." The participants were enthusiastic, and somewhat disappointed when the band stopped at 11:00.

Sunday was a free day for participants and staff and the majority of people went home or left the campus for the day.

The final social activity was a dance the night before closing, which featured the same band that played the previous Friday. Refreshments were abundant, and the dancing went on until about 1:30 A.M. This was a most successful event, and it was a time when the whole PTW became a cohesive social unit.

- *Food --*

Meals were served in a large dining hall about 50 yards from the dormitory. Despite a lot of complaining about the quality, most of the participants, when asked directly, stated that the food was adequate and edible and that service was excellent.

> *There was a buffet lunch and a sit-down dinner. Participants ate in a large room at long tables, and usually didn't linger after they had finished their meals.*

PTW 1: Assessment of Facilities

The staff members of PTW 1 were generally pleased with the facilities stating that the dorm was more than adequate and the food service was excellent. Informal areas and air-conditioning made the space comfortable. Ideally, staff members would have preferred more meeting rooms that were better furnished for work sesssions, and one faculty member suggested that instructors be involved in site selection to ensure that facilities match program requirements.

Participants, too, rated facilities highly. Rooms were described as comfortable, food service was excellent and having private rooms was desirable. Many participants mentioned specifically that having all facilities close together was important to their positive assessment of the site. Air-conditioning, parking and vending machines added to comfort and convenience.

Comments describing the facilities' weaknesses grouped around three considerations: location of the campus, recreation, and maintenance of living quarters. Participants would have preferred more access to recreation and more planned social or sporting events. Specific requests were made for access to a swimming pool. Some participants indicated preference for a site located closer to town and to entertainment, and others suggested that living quarters be inspected for cleanliness prior to the workshop and that they be cleaned during the workshop. Other specific recommendations included improving lighting in participants' rooms, providing more telephones, and letting participants know prior to the conference what personal items they will need to bring from home (e.g., blankets, wash cloths, hangers, soap, radio).

On their final assessment, participants gave the facilities a mean rating of 3.23 on a five-point scale.

TABLE 31

Participant Assessment of Facilities - PTW 1

Role Group	Mean
Teacher (N - 32)	3.45
Principal (N = 5)	3.40
Professor (N = 14)	2.79
Teacher Corps Staff (N = 18)	3.29
TOTAL (N = 72)	3.23

University faculty members found the facilities less than adequate (2.79), while teachers were most positive (3.45).

PTW 2: Site and Facilities

The planning team for PTW 2 selected the University of Texas at Austin after receiving bids from several institutions willing to house the program. Criteria used in the selection process were cost and availability of adequate instructional and living space. An observer described the facilities as follows:

- *Living Quarters --*

  The participants and staff were housed on two floors in the west wing of Jester Center, the largest dormitory in the world which houses 3000 students during the school year. Each person had a single room and shared a bathroom with another person. The rooms were furnished with twin beds, desks, chairs and a chest of drawers. There was adequate lighting at each desk and overhead. Linen was changed and rooms were cleaned daily by the custodial staff. All persons received a meal ticket which entitled them to meals in the cafeteria on the first floor of Jester Center.

  Over the weekend, participants and staff were housed in condominiums at Point Venture where *accomodations were extremely comfortable. Meals were served in the restaurant at the lakefront.*

- *Instructional Space --*

During the first week, instruction took place in the Jester South Lounge. The participants sat at tables. Because the room was not designed as instructional space, accoustics were poor. Participants on the fringes of the group had difficulty hearing what was being said by groups at the opposite edge or by the instructor. Each instructional staff member attempted to compensate for this by moving among the group as he/she spoke. A few posts in the center of the room hampered the vision of the participants when the total group was meeting together; however, the large size of the room allowed for some flexibility in arranging the tables to avoid problems.

For the second week, the workshop was moved to the Al Kiva in the Education Building across the street from Jester Center. The Al Kiva is designed to serve as a meeting room and accommodates 350 people. Chairs were comfortable and accoustics were excellent. The three levels of the Al Kiva are furnished with tables and chairs allowing much flexibility in the arrangement.

- *Recreational Facilities --*

All university recreational facilities were open to participants and staff. This included a pool, tennis courts, paddle ball courts, bowling lanes, pinball machines, television, movies, etc. In addition, there were many restaurants, theatres, and drinking establishments around the university. On the weekend, the entire group was transported to Point Venture, on Lake Travis northwest of Austin. Swimming, fishing, boating, golf and tennis were available. There was a club on the premises.

Other than Point Venture, there were no other planned social activities during the evening. The recreational facilities on campus were used by a small number of participants. Since many of the participants brought their cars, recreational facilities outside the university were popular.

- *Administrative Space --*

The staff worked out of the Teacher Corps office suite on the third floor of the Education Building. The staff meetings were held there or in the Al Kiva after participants left.

PTW 2: Assessment of Facilities

The staff of PTW 2 had no criticisms of the facilities. The Al Kiva was highly praised as an excellent instructional space which allowed for flexible grouping and audiovisual presentations. It was furnished colorfully and comfortably.

To participants, the accommodations were quite adequate. The strengths of the facilities were the space provided in the Al Kiva, the comfortable living quarters, the location in Austin, and the continuous supply of refreshments during breaks in the instructional day. Criticisms of facilities included the lack of radio or television, the inaccessibility of telephones, the institutionally prepared food, the lack of parking, and the absence of planned social activities in the evenings.

In their final assessment, participants gave the facilities a mean rating of 3.79 (See Table 32).

TABLE 32

Participant Assessment of Facilities - PTW 2

Role Group	Mean
Teacher (N = 19)	3.81
Principal (N = 4)	3.92
Professor (N = 8)	3.71
Teacher Corps Staff (N = 4)	4.00
TOTAL (N = 43)	3.79

All role groups were positive about the facilities. Teacher Corps staff gave the highest mean rating (4.0), and university faculty offered the lowest (3.71).

Conclusions Concerning Site and Facilities

While both PTWs were held on college campuses, the sites differed considerably and each had strengths and weaknesses. Given the constraints of cost and time, facilities were more than adequate to achieve program objectives. Based on staff and participant comments, the critical elements in selecting a site are:

- *Comfortable instructional space*
- *Availability of small group meeting rooms*
- *Provision for audio-visual equipment*
- *Access to instructional space during evening hours*
- *Air-conditioning (during summer programs)*
- *Informal social space*
- *Private rooms*
- *Close proximity of living, learning, dining facilities*
- *Access to commercial and entertainment centers*
- *Access to secretarial and copying services*

Recommendations Concerning Site and Facilities

In addition to the above criteria for selecting site and facilities, planners should consider the need to secure access to recreational facilities in addition to living and instructional quarters. In an intensive ten-day program, participants and staff need time for entertainment, relaxation and physical activity. A site that can and will provide such facilities should be sought.

The location of the site in relation to an urban center, is another factor planners ought to consider. If the program seeks to develop a sense of community among staff and participants, then it may be desirable to seek a somewhat isolated site where participants dine, socialize and study together during informal time. Access to outside entertainment tends to draw people away from the campus in small groups and discourages development of new contacts.

Similarly, a spirit of community is more likely to grow if provisions are made for social or recreational activities during free time or free days. Encouraging participants to disperse during these times, prevents individual and group interaction.

RESULTS OF PLANNING: RESOURCES

Part of the planning process is the selection of materials and consultants to be used by staff and participants in working toward the achievement of program objectives. The resources include those referred to for instructional planning, those distributed as resource materials to project teams and those materials and consultants which were made available to all participants.

PTW 1: Resources

The staff of PTW 1 made extensive use of print materials and consultants. Some print materials were used or referred to during instructional sessions; others were available before or after sessions and were to be used as reference materials by participants. The consultants functioned primarily as lecturers and presented information for approximately 26 hours or 1/3 of the formal instructional time. The 10 speakers were teacher organization representatives, educational administrators, a multicultural specialist, and scholars in economics, law, sociology and politics. A list of consultants appears in Appendix F.

Three films were used during PTW 1: "Blackboard Jungle", "To Sir With Love", and "Up The Down Staircase". One excerpt from "To Sir With Love" was viewed and discussed by all participants. The other films were optional activities but were referred to in discussion groups.

All participants received a set of basic materials for the workshop which included the following titles:

- *Corwin, Ronald G. and Roy A. Edelfelt, Perspectives on Organizations: The School as a Social Organization. Washington, DC: AACTE and ATE, 1977.*
- *Corwin, Ronald G. and Roy A. Edelfelt, Perspectives on Organizations: Viewpoints for Teachers. Washington, DC: AACTE and ATE, 1976.*
- *Gant, Jack; Oron South; and John H. Hansen, Temporary Systems, 1977.*
- *Koehler, Jerry W.; Karl E. W. Anatol; and Ronald L. Applbaum, Organizational Communication, New York: Holt, Rinehart and Winston, 1976.*
- *Grant, Gloria (Ed.), In Praise of Diversity: Multicultural Classroom Application, University of Nebraska at Omaha, Teacher Corps, Center for Urban Education, 1977.*

These references were considered background or supplementary sources and were not often used or referred to during instruction. In addition to these titles, Project Directors received materials which were to be shared among the project teams. Authors of those materials included Warren Bennis, Martin Gannon, Jacob Getzels, and Rensis Likert. The complete list of project team materials appears in Appendix G.

A library containing approximately 140 titles was maintained throughout the workshop. Numerous handouts excerpted from these volumes and from periodical sources were distributed continuously throughout the program. The bibliography contained in Appendix H cites these titles.

PTW 1: Assessment of Materials

When asked at the close of the PTW to assess the strengths and weaknesses of the materials used during the program, the PTW staff members were enthusiastic. They stated that the materials included major sources in the field of organization theory and were abundantly available. Most staff members suggested that the amount of material could be reduced, that participants had insufficient reading time and that speakers often did not include reference to workshop materials in their presentations and thus failed to generate interest in doing outside reading.

The participants also assessed the strengths and weaknesses of the PTW materials and commented most often on how the materials were used rather than on the substance of the materials themselves. Their comments appear in Table 34.

On the Post-Program Reactionaire, materials were rated by participants on a five-point scale (3-neutral, 5-highest). Materials received a mean rating of 3.85 as indicated in Table 33.

TABLE 33

Participant Assessment of Instructional Materials — PTW 1

Role Group	Mean
Teacher (N = 32)	3.87
Principal (N - 5)	3.92
Professor (N = 14)	3.88
Teacher Corps Staff (N = 18)	3.74
TOTAL (N = 72)	3.85

TABLE 34

Participant Perceptions of Strengths and Weaknesses of Materials - PTW 1

Strengths	TOTAL	Tchr. Ed. Faculty N=4	Non-Ed Faculty N=7	Proj. Dirs. N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Abundant quantity	14	1	1		1	2	3	3	3
Succinct	2	1						1	
Good materials by Teacher Corps	3	1							2
Wide range, variety	8		1	1	1	1		1	3
Interesting	2		1			1			
Contained major authors	4		1		2			1	
Matched presentations	4		2	2					
Relevant	4					1		2	1
Films	1								1
Good/Excellent	18	1	2	2	4	6		2	1
Weaknesses									
Fragmented	1	1							
No bibliographic references on some	5	1	3			1			
Too many print materials	15	1	1		4			5	4

TABLE 34 (continued)

Weaknesses (cont.)	TOTAL	Tchr. Ed. Faculty N=4	Non-Ed Faculty N=7	Proj. Dirs. N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Some inappropriate choices	1	1							
Poorly organized or distributed	7	2	3	1					1
Little use of media	4		2		1			1	
No reading time	10		2		3	2			3
Add variety (e.g., case studies)	4		1	1		1		1	
Need more materials	1			1					
Not varied for levels of participant backgrounds	2			1					1
No discussion of materials	2					1		1	
Not coordinated with presentations	5			1	1	1		1	1
Not addressed to teachers	1							1	
Some too theoretical	1				1				

All role groups were equally positive indicating that materials were readable, interesting and adequate.

PTW 2: Resources

At PTW 2, staff relied on print materials, case studies and some outside consultants to deliver the workshop content. Many of the print materials were intended for use as references while case studies and speakers were used during instructional time with all participants. The four speakers were responsible for the majority of the instruction for 3-1/2 days of the workshop while the remaining 5-1/2 days were staffed by the PTW faculty. Guest speakers addressed topics which included community education, innovation, future planning and personal energy management. The session on personal energy management was presented as part of the two-day weekend retreat at Point Venture. Consultant names and titles are in Appendix F.

Several evenings were used for viewing the films "Bridge on the River Kwai", "Executive Suite"; and "High School". Discussions followed the films and were led, in part, by participants.

All participants received a set of resource materials on organization theory and on multicultural education. Titles included:

- *Corwin, R. G and Edelfelt, R. A. (Andrews, T. E. and Bryant, B. L., Eds), Perspectives on Organizations: The School as a Social Organization. Washington, DC, American Association of Colleges for Teacher Education and Association of Teacher Educators, 1977.*
- *Corwin, R. G. and Edelfelt, R. A. (Andrews, T. E. and Bryant, B. L., Eds), Perspectives on Organizations: Viewpoints for Teachers, Washington, DC: American Association of Colleges for Teacher Education and Association of Teacher Educators, 1976.*
- *Freiberg, J. and Townsend, K., Study Guide for Perspectives on Organizations: Viewpoints for Teachers, 1977 (Handout).*
- *Gant, J., South, O. and Hansen J. H., Temporary Systems, Tallahassee, FL, 1977.*
- *Giese, J. (Gold, Milton, J., and Grant, C. A., Eds), Multicultural Education: A Functional Bibliography for Teachers. The University of Nebraska at Omaha, Teacher Corps, Center for Urban Education, 1977.*
- *Grant, Gloria (Ed.), In Praise of Diversity: Multicultural Classroom Applications, The University of Nebraska at Omaha, Teacher Corps, Center for Urban Education, 1977.*

- *Richardson, Gerry and Runyan, G., Personal Energy Management, Avalon, FL, 1977.*

- *Reservation Case Study: "Distant Drums", Corpsmember Training Institute, 1977.*

- *Rural Case Study: "Mid-America", Corpsmember Training Institute, 1977.*

- *Urban Case Study: "Smoke City", Corpsmember Training Institute, 1977.*

Case studies and handouts were used in conjunction with presentations while books were optional reading and were not extensively used during course time.

In addition to materials used by participants, staff members each received copies of:

- *Elmes, Robert J. and Waterman, Floyd T. (Eds.), Teacher Corps Team Leaders Handbook. Center for Urban Education, The University of Nebraska at Omaha, 1977.*

- *Gold, Milton J., Grant, Carl A., and Rivlin, Harry N. (Eds.), In Praise of Diversity: A Resource Book for Multicultural Education. Washington, D.C.; Teacher Corps and Association of Teacher Educators, 1977.*

- *Hager, Donna L. and others, Community Involvement for Classroom Teachers, Charlottesville, VA; Community Collaborators, 1977.*

The instructional designs did not utilize these materials, however, but were based largely on resources obtained during CMTI staff training.

PTW 2: Assessment of Materials

On the Post-Program Reactionaire, participants gave materials a mean rating of 3.87 (See Table 35 below).

TABLE 35

Participant Assessment of Instructional Materials — PTW 2

Role Group	Mean
Teacher (N=19)	4.02
Principal (N=4)	3.83
Professor (N=8)	3.96
Teacher Corps Staff (N=4)	4.58
TOTAL (N=43)	3.87

The Teacher Corps staff members offered the highest mean rating of 4.58 for materials

When asked to assess the materials used at PTW 2, the staff members felt that Perspectives on Organizations, the case studies, films, video tape, group process exercises and simulations were outstanding. The variety of materials and their focus on specific organization concepts were also pluses. Weaknesses cited by staff were the absence of more materials requiring active involvement of participants and the lack of time to use all materials.

Participants' comments on materials are displayed on Table 36.

TABLE 36

Participant Perceptions of Strengths and Weaknesses of Materials - PTW 2

Strengths	TOTAL	Univ. Faculty N=10	Princ. N=5	TL N=5	Teachers N=20
Practical, useful	8	1	1	1	5
Stimulating, effective	2	1	1		
Current	2	1	1		
Good case studies	3	1		2	
Good use of media	2	1			1
Good quantity	2		1		1
BAFA simulation good	3	1		2	
Adequate, average	5	4			1
Good, excellent	9	1	2		6
Good variety	1				1
Relevant, interesting	4			1	3

TABLE 36 (continued)

Weaknesses	TOTAL	Univ. Faculty N=10	Princ. N=5	TL N=5	Teachers N=20
Too theoretical	1		1		
Not always well presented	2	2			
Excerpts from books were too brief	2			1	1
No reading time	1				1
No time to discuss some materials	1				1
Lacked depth	2	1		1	

Generally, PTW 2 materials were conidered good, practical, or adequate by participants.

Conclusions Concerning Resources

The staffs and participants at both PTWs tended to view the materials and consultants as a strength of the program. Criticisms were more often directed at the method of using the material or at the lack of use of materials rather than at the substance or selection of the programs' resources.

The books and handouts at PTW 1 were called excellent, varied, and relevant, and were abundant in quantity. Some materials were complex; most were theoretical, and teachers were most critical of the materials chosen. All role groups felt they could have benefitted from more time to read and discuss materials and from more use of media, case studies or simulations for instructional variety and for reinforcement of concepts.

While PTW 1 relied on books, periodicals, and speakers to deliver content, PTW 2 relied on case studies, films, handouts, and some guest speakers. All participants were pleased with the materials and Teacher Corps staff found them most appropriate to their needs. Far fewer materials were distributed at PTW 2 than at PTW 1, and most were less theoretical in nature. The materials were often called useful, practical or helpful by participants.

Recommendations Concerning Resources

Included in Teacher Corps' guidelines for the PTWs, was the statement that the primary instructional materials would be the volumes included in Perspectives on Organizations. Neither PTW used these books very extensively, so that it cannot be said the Perspectives has, as yet, been field tested with PTW audiences. If Teacher Corps intends to require the use of specific materials at future trainer workshops, the requirement should be clearly conveyed and staffs should be oriented or trained as to how to use the materials. If certain materials constitute "required" reading, then other materials should be selected as supplemental to or expanding upon the text.

Having an abundance of materials available to staffs and participants in temporary systems is important. The variety of materials is also critical, especially when backgrounds and expertise of participants are as varied as in the case of the PTWs. Participants need to know what materials are available and how they might be used and also need time to examine the materials and to discuss them among themselves and with resource persons. More extensive use should also be made of media, simulations, and exercises which will involve the learners more actively. Too much use of a single presentation strategy results in loss of interest on the parts of participants.

Many participants noted that they would benefit from receiving materials prior to the beginning of the workshop. If possible, some resources should be sent out by mail to give participants more opportunity to read and to orient themselves to the purposes of the workshop.

All materials should be selected with the workshop objectives in mind. As the objectives lack focus, so do the materials used. Is the PTW an overview of theory? Is it an introduction of teachers to theory? Is it a workshop where inservice activities are being designed by participants? Are participants intended to acquire knowledge or skills, or both? Are participants expected to increase their awareness of schools as organizations, or are they expected actually to become change agents in schools? PTWs appear to be designed to achieve several of these outcomes. The emphasis that is elected should be reflected in the materials used for instruction. When a range of resources is available, it is evident that academicians appreciate the excellence of theoretical presentations that reflect current thought in the field, while teachers, as practitioners, prefer materials that have more immediate potential for application. Ideally, the PTW can achieve a balance among the materials which could result in improved communication between practitioners and academicians.

RESULTS OF PLANNING: CONSTRAINT ANALYSIS

Constraint analysis is the step in the planning process where planners systematically identify problems or roadblocks impacting the building or operation of the temporary system. The process is intended to lead to resolution or elimination of potential problems or to strategies for living with barriers that cannot be removed. Although neither PTW planning team intentionally included this step in the planning process, the Instructional Coordinators discussed in interviews those problems they felt were affecting program development.

PTW 1: Constraint Analysis

The primary constraint for PTW 1 planners was time. Roughly six weeks were available for staff selection, site selection, curriculum design, compiling materials and notifying participants. Some compromises were necessary and the agenda and schedule for the program was changed frequently during the PTW, because plans could not be finalized when arrangements were forced to be made too quickly.

Another constraint, as perceived by the Instructional Coordinator, was the initial lack of clarity in designating roles, responsibilities and communications systems for the principal actors in the planning process. The PTW leadership interacted with Teacher Corps-Washington, the contractor, and the Network Board, but did not have guidelines concerning responsibility for decision-making. This lack of clarity continued throughout the project, causing some conflict and confusion which was never resolved.

The Network Board and Project Directors took primary responsibility for the identification of candidates for the instructional staff. This, too, was a constraint for the Instructional Coordinator, since he was then unable to ensure that selection criteria would be applied or that the expertise of staff members would represent the range of skills demanded by the instructional design. This responsibility, he felt, would best rest with the Instructional Coordinator and his planning team.

Once the program began to operate, few unanticipated problems arose. Other than some individual participant concerns, the Instructional Coordinator felt that the PTW functioned as expected.

PTW 2: Constraint Analysis

The planners of PTW 2 also identified time as their major constraint. Seven weeks were available for planning and many compromises resulted or decisions were made in haste, assuming that the exploration of alternatives would be impossible.

The Instructional Coordinator and the Instructional Team Leader felt handicapped by their lack of information on participants. Program planning occurred simultaneously with participant selection which meant that team members' backgrounds, interests, and expertise could not affect initial design work.

Planners also felt that Teacher Corps expectations for the PTW were unrealistic. The charge, they felt, was to train trainers for inservice activities; yet many of the participants would be introduced to organization theory for the first time and could not, therefore, be expected to acquire sufficient skill and knowledge to become a cadre of trainers within nine days. Planners elected to alter this objective and to focus on training participants as planners of change strategies. They would be expected to use their new knowledge as practitioners in the schools rather than as trainers of teachers.

Another problem was identification and selection of the instructional staff. Some persons were unable to serve on the staff because they were already committed elsewhere or because they would be expected to receive greater compensation. Staff was selected hurriedly, was not identified on the basis of instructional needs, and little was known about the areas of expertise of some faculty members before they were hired. More lead time, according to the Instructional Leaders, would have ensured development of and adherence to selection criteria.

An unanticipated problem that existed during the operation of the program, was the lack of orientation to PTW goals on the part of participants. Confusion as to purpose and expectations prevented orientation to task for some project teams.

Conclusions Concerning Constraint Analysis

Neither PTW planning team actively sought to include constraint analysis in the planning process. Some problems were identified by the leadership of both PTWs, but time, access to information, or lack of clarity as to responsibility for decisions meant that many of the problems would not be resolved. Perseverence in spite of problems was more typical than was systematic analysis of constraints or negotiations among parties involved in the problem.

Recommendations Concerning Constraint Analysis

When time for achieving objectives is as limited as it is in a temporary system, attention to constraint analysis is critical. Although it is impossible to resolve all problems or to expect to remove all constraints that are identified, problem resolution is more likely to occur when constraints are made public to staff and other concerned parties, and when all persons are available to help remove barriers to implementation that are foreseen. In both PTWs, some constraints may have been eliminated had planners involved Board members, the contractor, Teacher Corps personnel, staff members or even participants in the constraint analysis process. Greater ownership for the program would result if negotiation and collaboration processes were utilized more extensively.

RESULTS OF PLANNING: PRE-SYSTEM COMMUNICATION

Correspondence or contact with participants prior to their arrivals on site consitutes pre-system communication. This contact is important not only because of the information it communicates to participants and allows participants to provide to planners, but also because it begins to establish the norms for the system and to form expectations on the parts of participants. Both PTW staffs communicated in writing with participants prior to the workshop.

PTW 1: Pre-System Communications

Recruitment of participants in PTW 1 was conducted by Project Directors who forwarded a list of team members to the PTW staff. On July 1, fliers were mailed priority special to all participants along with maps and a list of PTW instructors. The one-page printed flier described the location of the UMBC campus including facilities and services, travel arrangements, arrival time, clothing needs, information on the PTW contractor, and payment of expenses. Project teams were requested to bring a set of study materials such as project proposal and demographic data on the community. One quarter of the page was devoted to a description of the workshop program and its expected outcomes (The flier is located in Appendix H). Some Project Directors attached additional information or letters to the mailing.

No data were received directly from participants prior to the PTW, but Project Directors were able to provide some information to the planning team. On the first evening of the workshop, an assessment was made of participants' familiarity with and knowledge of the content to be presented. Although these data were intended to be used in planning, they were not summarized and distributed to staff in time to impact program decisions.

Staff were contacted by PTW planners in person during interviews and submitted resumes to the planning team. After their first meeting on June 18 - 19, staff members received an organization chart in the mail.

PTW 2: Pre-System Communication

As in PTW 1, recruitment of participants for PTW 2 was primarily the responsibility of the Project Directors who contacted potential team members and submitted their names to PTW planners. On July 13, a letter and a copy of Perspectives on Organizations: The School as a Social Organization were sent to participants. The two-page letter described the program in general, emphasizing its purpose to field test materials and strategies developed for CMTI with a focus on organization behavior theory. Participants were informed about the Point Venture weekend, travel arrangements, housing, meals, stipend, dress, location and arrival time (The letter appears in Appendix H).

No data were received directly from participants prior to PTW 2. Staff members submitted resumes to planners and were contacted by phone to notify them of their acceptance.

Conclusions Concerning Pre-System Communication

Both PTW planning teams communicated with the staff and participants prior to the workshop, but neither team received data from participants. The correspondence contained all essential information and set tones of task orientation and informality. Least clear to participants were outcomes that they would be expected to achieve or produce.

Recommendations Concerning Pre-System Communication

Critical to the planning of the trainer workshops are data concerning backgrounds, expectations and expertise of participants. Since team members varied widely in their familiarity with organization theory, planners would have been aided in program design if they could have anticipated participant needs and characteristics. Ideally, time will be available prior to future workshops to collect information from participants and to plan accordingly.

PART II

BUILDING THE PTWs

BUILDING THE PTWs

Building is the second phase in the development of a temporary system. It is the phase during which staff and participants are integrated into the social system and planners are likely to relinquish control, minimize their involvement, or alter their relationships with the program. Building the system includes:

- *Acquaintanceship*
- *Resource identification*
- *Goal redefinition*
- *Role definition*
- *Norm formation*
- *Governance/Management*

The data contained under each subsection were collected through interviews with the Instructional Coordinators and faculty members, through observation and through written feedback provided by staff and participants. Some documents prepared by administrative or instructional personnel are also included in this part of the report.

Building the system begins when the planning team hires personnel and brings them into the program development process. Building concludes when participants are on site and have begun to take ownership for the program through offering personal resources to the workshop, through the reshaping of goals and definition of roles and through participation in governance and decision-making.

BUILDING: ACQUAINTANCESHIP

Acquaintanceship refers to the processes used to bring staff and participants into the program. It includes orientation, introduction and start-up activities.

PTW 1: Acquaintanceship

Building with the staff of PTW 1 was described by the Instructional Coordinator as a process which centered around program development. The purpose of their first two days together was team building and planning and the staff members were given an opportunity to air their needs and expertise. Conflict, said the Instructional Coordinator, was evident in the process and contributed to team building when the Network staff and the instructional staff disagreed as to roles and responsibilities for overall design. Tension resulted between those who wanted to develop a conceptual framework for the program and those who wanted to rush to devise a specific schedule that was felt by some to be premature.

Staff members were asked to describe and assess the staff building process. Seven of eight faculty members interviewed said that no orientation or training took place, but that their initial roles were as members of the planning team. Two persons felt this was adequate for system building; two felt that the conflict that surfaced in the first planning session prevented team building from occuring. Four persons did not respond to the assessment of the introduction process.

Several recommendations were made by staff members during interviews. First, five instructors felt they needed earlier involvement in planning. Second, several persons requested job descriptions that would indicate skills required and time commitments expected of them. It was suggested, third, that staff competencies be identified and used and, fourth, that an orientation to the overall design be provided to staff prior to hiring. Finally, staff underscored the importance of identifying an Instructional Leader who can and will utilize the full capabilities of the instructors.

Participants in PTW 1 began arriving at UMBC on Tuesday afternoon, July 12. One data collector's log recorded the entry process:

> *The participants arrived in scattered groups of three to five people beginnning at 3 P.M. By 5 P.M., there were approximately 85 people registered at the dormitory. Several brightly colored cardboard signs posted on a telephone pole outside the building and on the doorway to the dormitory, and a poster in the lobby announced the "Teacher Corps Pilot Training Workshop." There were no official greeters or representatives from Teacher Corps on hand to welcome participants. Rooms were assigned on a single occupant basis. Many of the participants seemed to know each other. Small groups of people greeted each other.*
>
> *A sign posted in the lobby notified participants to report to dining hall #3 for a party at 6:45 P.M. The party consisted of shrimp, cheese, crackers, and vegetables. There were approximately 100 people in attendance.*
>
> *At 7:30 P.M., the Chairperson of the Network Board of Directors opened the meeting. She introduced the Project Directors, then called upon the Program Monitor for the Mid-Atlantic Region who made opening remarks. The Instructional Coordinator for the workshop made introductory comments and acknowledged those people who had helped in the preparations for the program. He told the assembly that the next activity scheduled was group meetings in the dormitory where the fourteen project teams would meet in team pairs. Participants were told to check a poster in the lobby for locations of the team meetings and to pick up instructional packets from a table in the*

lobby of the dormitory.

At 8:00 P.M., the paricipants moved to the dormitory. During project meetings the team of five data collectors administered two instruments: a participant vita and a reactionnaire. Instructional staff were given a separate instrument.

The coordinator sent messengers around to deliver a pre-assessment instrument measuring cognitive knowledge. These instruments were administered by the Instructional Staff. The meetings ended at approximately 9:30 P.M. when most of the participants returned to the lobby area where there was a table upon which were placed stacks of wash cloths. Participants were told to take one. Many of the participants left the dormitory in groups (probably to eat dinner). The general attitude seemed to be positive and warm.

The morning of the second day, participants were scheduled to eat breakfast in cafeteria #3. Breakfast was listed on a schedule enclosed with the instructional packet as being from 7:00 - 8:00 A.M. Most of the participants were in the dining area by 7:30 A.M.

At 8:30 A.M., a woman came to the cafeteria and announced that the first meeting had been changed to the basement recreation room in the dormitory. At 9:00 A.M., seventy-one participants gathered for the scheduled meeting. Opening remarks were made by Instructional Staff and by the Chancellor of UMBC. . . then instruction began. Additional participants wandered into the meeting, increasing the size of the group to approximately 95 people. The group took a coffee break from 10:30 to 10:45 A.M. and resumed instruction. The group stopped for lunch at noon.

PTW 2: Acquaintanceship

The coordinator of PTW 2 began the building process by involving the staff in orientation and planning sessions. A total of six days in Texas and four days in San Diego at CMTI constituted planning time for the faculty. According to interviews with six staff members, no training was included in their introdution to the PTW. Rather, their time was spent in designing instructional activities. Four of the six staff members felt this introduction was inadequate. They recommended more preparation time, a structured staff training program, the addition of organization theory specialists as staff trainers and as staff members, and earlier access to materials that they would be expected to use with participants.

Although no activities were scheduled for that evening, participants began arriving at PTW 2 on the evening of July 19. One data collector's log described the entry process:

> *Participants began to arrive at Jester Center Tuesday night. The room registration process was being handled by the Center Staff. Here it seems important to note that Jester Center is a large (3,000 person) dorm and guest lodging facility. Conferences are often held at Jester. As a result, room registration is handled in much the same way as at a hotel.*
>
> *Participants registered as they arrived, were given their assigned room and meal ticket, as well as an information sheet listing services available and policies at Jester.*
>
> *The PTW staff were not on hand in the lobby to greet arriving participants. In fact, it would have been a bit difficult to do so since the TSTA (Texas State Teacher Association) conference registration was that same evening. The TSTA expected between 800 - 1200 participants. There were people everywhere. Arriving PTW participants had no idea as to time or place to report for the workshop opening the next morning. I saw the PTW Instructional Coordinator at a staff meeting that night. He explained that he and other staff were going to knock on each participant's door, greet them and give them the instructions for the next day.*
>
> *The next morning, participants gathered between 8:00 and 8:15 A.M. for the opening session. The Instructional Coordinator and Director of the UT Austin Teacher Corps project welcomed participants and introduced the instructional staff, the data collection staff and Floyd Waterman. Floyd spoke to the group about the history and purposes of Teacher Corps, of CMTI, and of the PTW. He had been asked by the instructional staff the evening before to emphasize in his remarks the project's expectations that participants were to become trainers during this workshop. Floyd agreed and did so during his presentation to the group.*
>
> *The CMTI-76 film was shown and discussed. Participants had come in that morning, seated themselves as they liked. It appeared that they had seated themselved by project. They seemed interested and ready to work.*
>
> *Data collection was the next item on the agenda. When data collection was complete, the group began some get-acquainted activities with an instructor. The sessions were lively; participants seemed to be enjoying themselves, and the instructor worked with the group for the rest of the afternoon.*
>
> *At the end of the day, the instructional staff asked for oral or*

written feedback. One person asked for an extra pillow. Most seemed pleased with the first day. An evaluation feedback sheet was distributed and participants were told they would be asked to complete one at the end of each day.

Conclusions Concerning Acquaintanceship

Acquaintanceship for staff of the PTWs consisted of orientation and program planning. Their first few days together were work-oriented sessions, where the focus was getting ready to deliver the instructional program.

For participants, the entry processes stressed the project team as the workshop's primary instructional grouping. Teams arrived together, were housed together, met together, and stayed together in groups during large session meetings. At PTW 1, the first activity was a social hour where informality and friendliness were apparent. The social hour was followed by an orientation to the workshop. For PTW 2, the opening session was an orientation to the program, to Teacher Corps, and to the PTW. This was followed by team building activities stressing cohesiveness of the project team. Both introductory sessions included statements of the program's objectives.

Recommendations Concerning Acquaintanceship

Acquaintanceship activities set the tone and norms for the development of the temporary system. Both PTWs communicated norms including task-orientation, project team focus, informality and friendliness. A sense of community and inter-dependence was established by PTW 1 in its opening social event, while a sense of team independence resulted at PTW 2.

Two recommendations are offered for the acquaintanceship phase for future programs. First, staff members need time to get to know one another and to develop as a team prior to rushing into program design activities. If they are expected to work together and to utilize their strenghts, more time for acquaintanceship should be provided. Second, participants need more initial orientation to the program and to Teacher Corps. They enter the system with different backgrounds and with varying degrees of familiarity with the content and with the sponsoring agencies. A time to clarify expectations and to review and discuss program objectives would be helpful. Participants should also be encouraged to use one another as resources and to mix across teams since much useful information resides with their peers. Some strategies for mixing teams include:

- *Provide housing arrangements where team members are disbursed in the dormitory.*
- *Conduct opening sessions for mixed groups of participants.*
- *Encourage varied seating ar-*

rangements during large group instruction.

- *Use an opening activity where participants have an opportunity to share personal background information with one another.*

- *Plan for instructional segments which utilize participant resources.*

BUILDING: RESOURCE IDENTIFICATION

During the building phase of the temporary system, it is critical to identify the resources (skills, knowledge, expertise) that are brought to the workshop by participants. The identification of resources present within the group can be done formally or informally, orally or in writing.

PTW 1: Resource Identification

In interviews, the PTW 1 staff members were asked to state whether or not they had identified participant resources and, if so, how. Four instructors indicated that they had assessed participants' expertise. Two said that this information emerged during group activities and was evident as individuals offered viewpoints and ideas to the group. One instructor had reviewed the Participant Vitae administered by the data collection team and another indicated that participant needs had been discussed in planning sessions, although no first hand data were available.

Four instructors said that participant resources had not been identified nor used during the PTW. While a pretest and needs assessment were part of the opening session, the data were not analyzed nor made available to the staff. Two staff members indicated that the design did not allow for extensive involvement of participants and another instructor indicated that time was not available for drawing upon participant expertise.

PTW 2: Resource Identification

The staff members of PTW 2 were asked if they had identified participant resources. All six instructors interviewed answered "yes." Participants were asked to relate the case studies to their own experience; they were active in groups and team leaders who previously attended CMTI were involved in leading discussons. Two instructors reviewed the Participant Vitae administered by the data collection team, and all participants were asked to indicate to the staff their previous experience with CMTI and their expertise in organization theory. A Team Leader from each project was identified on the basis of skill in organization development and was asked to act as liaison between the staff and the project team.

One instructor indicated that the data available to them was inadequate so the staff, therefore, aimed the program at the largest group, the teachers. Another instructor suggested that the data on participants were available but participants' expertise was still not used.

Conclusions Concerning Resource Identification

Some data on participants were available to the staffs of both PTWs; however, PTW 2 staff members actively sought to collect data on and use participant expertise. The design of PTW 2 permitted participants to assume roles where their expertise could be used.

Few data were available to either staff during planning. Agendas were fixed when the program began so it was unlikely that either group of participants would be involved extensively in the design or implementation of the programs.

Recommendations Concerning Resource Identification

It is evident from the data on participants (See Section I), that participants brought a great deal of expertise to the PTWs. It is incumbent upon the planners and the staffs of the PTWs to obtain access to these data and to use this rich resource which is available to the group. Adult learners need not be "taught" in the traditional sense; rather, their learning should be facilitated and they should expect and be encouraged to learn from one another. When participant resources are known and used, participants take ownership for the program, they are self-directed learners, and they become a powerful resource to one another as teams build. If similar participant teams are recruited in the future, it must be assumed that they will take much responsibility for their own teaching and learning with instructors functioning as facilitators and resource persons.

BUILDING: GOAL REDEFINITION

Goal redefinition is the process whereby participants are appraised of the program's objectives and are involved in accepting, modifying, deleting or adding objectives to the list as presented. Use of the process assumes that participant needs vary and the design allows for negotiation between staff and participants.

PTW 1: Goal Redefinition

Were program objectives shared with participants? How? When? Did participants become involved in redefinition of the objectives? These questions were asked of the instructional staff. Seven of the eight instructors interviewed agreed that the three objectives (see Section I), had been made public. They were published in the flier that was mailed to participants and were stated orally at the beginning of the workshop. Some instructors indicated that they restated the goals prior to individual sessions, and, at that time, also stated specific objectives for the activity about to ensue. One instructor suggested that the objectives be distributed in writing at the opening session; another remarked that participants were unclear about the objectives as late as week II of the program.

All eight instructors agreed that participants were not involved in goal redefinition. The objectives, they said, were mandated by Teacher Corps-Washington, and therefore could not be changed. A bilingual activity and a session on Teacher Corps were added to the program at the request of participants, but none of the original objectives were dropped or modified

PTW 2: Goal Redefinition

The objectives for PTW 2 were listed in a letter to participants prior to the workshop. They were restated orally and in writing at the opening session, and all six staff members agreed that the objectives were restated continuously throughout the program.

All six instructors agreed, too, that the participants were not involved in redefining the objectives. They were givens, firm and essential, and could not be altered by staff or participants.

Conclusions Concerning Goal Redefinition

The faculty of both PTWs shared the objectives for the program with participants. The objectives were perceived as fixed and, therefore, participants were not asked to agree to the objectives nor to modify the list in any way.

Recommendations Concerning Goal Redefinition

In the statement of program objectives, planners must be careful to allow time and resources for redefinition and participant input. Staff and participants need to be aware of those objectives that are fixed, but they need to know, as well, that participant needs may require modification of or additions to the list of objectives. Goal redefinition is a crucial strategy for participant involvement in the program.

Teacher Corps, too, should convey to planners its minimum expectations, but should encourage planners to involve staff and participants in program design and redesign. In effect, Teacher Corps must model a participatory process if this process is to be carried out at the workshop level. Negotiations as to outcomes should be a process that is both expected and encouraged by Teacher Corps.

BUILDING: ROLE DEFINITION

Role definition is the process of helping participants establish their roles in the temporary system, and identify new roles they may play upon the return to the permanent system. Observations were used to identify role definition activities.

PTW 1: Role Definition

Participants came to the PTW 1 knowing they would function as learners and as members of a project team. They were told they would emerge from the program as part of a "trainer cadre" which would deliver inservice training at the local project site. Team activities were encouraged by the program, and teams undertook problem-solving and planning exercises during sessions where they worked as independent groups. Roles in the temporary system were fairly clearly defined. However, the program did not focus to any great extent on roles that participants might assume upon return to the home site. Neither project staff nor PTW staff were definite as to future application of the PTW experience.

PTW 2: Role Definition

The role definition process for PTW 2 was similar to that of PTW 1. Participants were in learner and team member roles, and team building activities were used to encourage smooth team functioning. Participants were not told that their roles in the permanent system would differ immediately from current responsibilities. They were, however, expected to continue their studies of organization theory in order to train others in the concepts at some future date.

Conclusions Concerning Role Definition

Roles for PTW participants were defined as learner and team member. Their roles upon return to the permanent system were less clear, but they were expected to anticipate future involvement as trainers of teachers in organization theory.

Recommendations Concerning Role Definition

Roles during the PTW were clearly defined but could be broadened to include other roles if the designs for the programs so indicate. Other than the student or team member roles, participants' skills would qualify them as planners, facilitators or instructors as well.

Roles to be assumed after the PTW should be discussed and clarified by Teacher Corps-Washington, in conjunction with local project personnel. The role definition process might involve school inservice personnnel, college deans or department heads, school administrators, and teacher representatives. The back-home system must be included in role planning and must be ready to establish a system that will accommodate the new roles for its personnel. It is recommended that Teacher Corps engage in planning to determine structures, functions and roles for personnel who are to be involved in inservice programs in organization theory at the local project level. In this way workshop planners can better design a program that enables participants to prepare for role changes or role expansion.

BUILDING: GOVERNANCE AND MANAGEMENT SYSTEMS

During the building phase, governance and management structures are established and begin to operate. Their functioning either encourages or prevents involvement in decision-making and is indicative of the degree to which control of the program will reside at the top, with instructors or with participants.

PTW 1: Governance and Management Systems

PTW 1 was governed and managed by the Instructional Coordinator who was responsible for both instruction and administration of the program. He solicited staff and participant input, but reserved the right to make final decisions. No participant governance system was established during PTW 1. The staff was included in daily planning meetings where agendas and instructional activities were reviewed and made firm for the following day. Role group representatives were included in some meetings. The organization chart for PTW 1 follows.

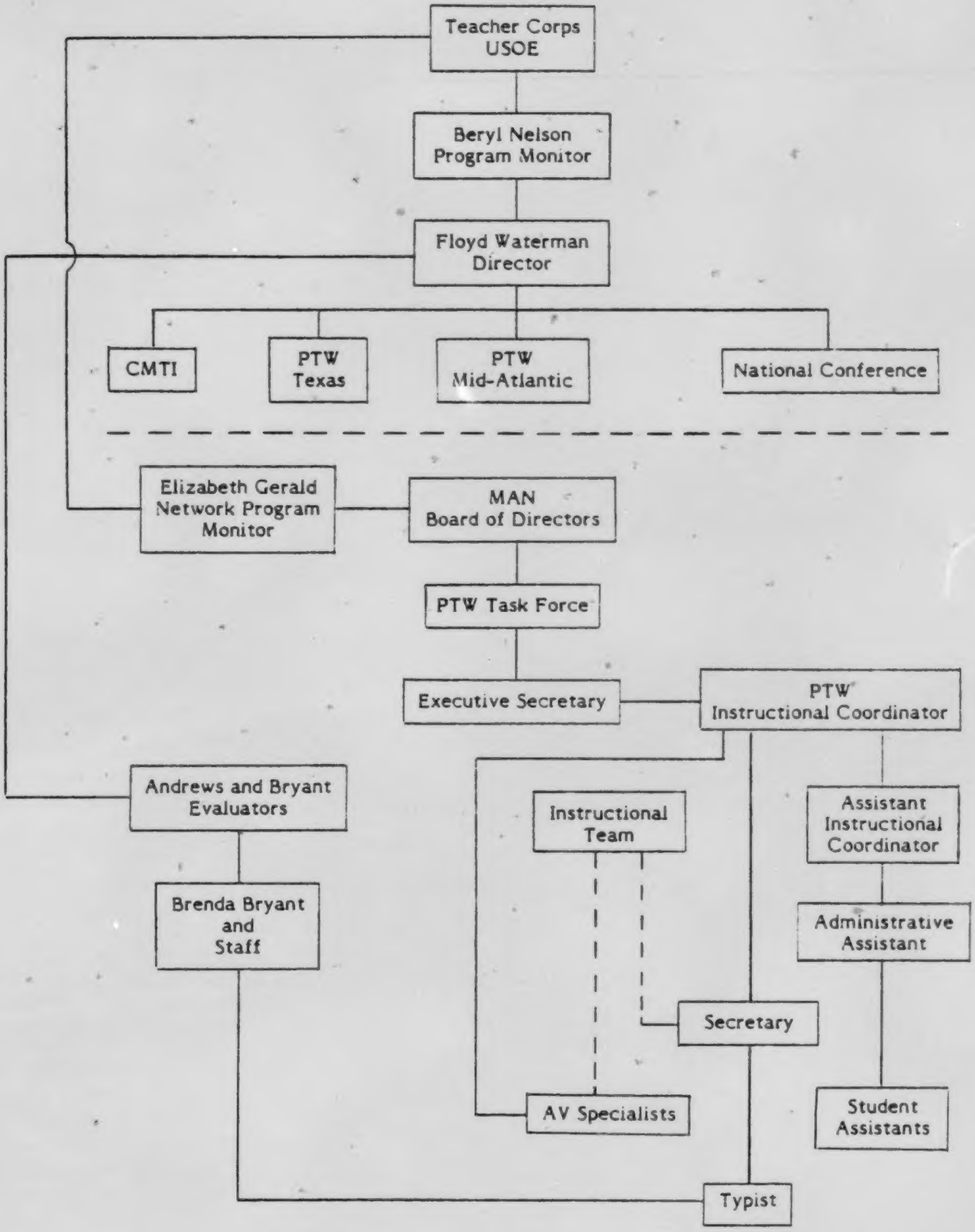

Teacher Corps
USOE
Beryl Nelson
Program Monitor
Floyd Waterman
Director
CMTI
PTW
Texas
PTW
Mid-Atlantic
National Conference
Elizabeth Gerald
Network Program
Monitor
MAN
Board of Directors
PTW Task Force
Executive Secretary
PTW
Instructional Coordinator
Andrews and Bryant
Evaluators
Instructional
Team
Assistant
Instructional
Coordinator
Brenda Bryant
and
Staff
Administrative
Assistant
Secretary
AV Specialists
Student
Assistants
Typist

Figure 4

PTW Organizational Chart - PTW 1

PTW 1: Assessment of Governance and Management

During the PTW, the faculty was asked to describe its involvement in the governance system. Four of the eight instructors indicated that they were included in all major decisions. Two of the four described their involvement as collaboration and one instructor said there were no "lay-ons." Two instructors said they were present when decisions were made, but they did not feel they were included in the process. "Decisions were made by one person." Other than making decisions about instructional style, two instructors stated that they had no involvement in decision-making. Topics and schedules had been decided ahead of time.

On the final day of PTW 1, the faculty was asked to identify the strengths and weaknesses of the governance and management systems: "Efficient", "A bright coordinator", "Excellent support staff", "It met participant needs", were phrases used to describe the system's strengths. Phrases used to describe the system's weaknesses were: "Too much for two people to do", "Top management did not get out of the way", "Too many changes were directed from the top", "Poor". Staff members recommended that more time be devoted to planning among staff and management personnel and that decision-making strategies be clearly discussed and defined during the planning process.

Participants, too, were asked to assess the strengths and weaknesses of the governance and management systems. It is clear from their responses that many participants did not understand what was meant by governance and management. They often did not respond to the question or they responded either to substantive presentations or to program assessment techniques rather than to their involvement in decision-making per se. Those persons who did comment appropriately, found some strengths in the systems. They described the management as task-oriented and indicated that participant control in project team and role group meetings was evident. Others said the system worked well, it was excellent, there were few frustrations and management was receptive to participant needs. The system was open and egalitarian.

Participants also identified some weaknesses in the governance and management system. Participants were often excluded and self-governance was not modeled, nor was it encouraged. There was evidence of both autocratic and laissez-faire styles. Feedback was sometimes ignored by management and participants were confused by frequent changes and lack of clarity on objectives.

Observers looked for evidence of decision-making which occurred during instructional or group sessions. Approximately 50 twenty-minute observations were made, where observers described decisions and classified them as one-person, two-person, polling, voting, or consensus. Twenty-seven decisions were observed during about 1000 minutes of observation time. Fourteen of the decisions were one-person decisions and dealt primarily with logistics, group organization or scheduling. One two-person decision was observed during the appointment of a role group member to the faculty planning team. Eight decisions were made through the use of polling, surveying the group for their nods of agreement or disagreement. Polling was most often used to get agreement on the topic or issue that the group would undertake. Four decisions were reached through consensus and tended to be decisions concerning how the group would go about completing a task. Most one-person decisions were observed in large groups, while small groups more often used polling and consensus to reach decisions.

PTW 1 was governed from the top. Some staff and most participants were not included in the decision-making for the system as a whole. Where decisions were made in a group, the strategy used was often (50%) a one-person directive.

On the Post-Program Reactionaire, participants were asked to rate the governance and management systems on a five-point scale (3-neutral, 5-highest). Participants considered procedures, processes, involvement in decision-making and support of the program by management in their ratings. The mean rating for governance and management of PTW 1 was 3.55 as indicated on Table 37.

TABLE 37

Participant Assessment of Governance/
Management — PTW 1

Role Group	Mean
Teacher (N = 32)	3.70
Principal (N = 5)	3.67
Professor (N = 14)	3.24
Teacher Corps Staff (N = 18)	3.35
TOTAL (N = 72)	3.55

The highest rating of governance was given by teachers and principals (3.70 -3.67), and the lowest rating by university faculty and Teacher Corps staff (3.24 -3.35).

PTW 2: Governance and Management Systems

PTW 2 was governed and managed by the Instructional Coordinator, the Instructional Team Leader and the faculty. Administrative decisions were carried out by the coordinator while instructional decisions were in the hands of the team leader and the staff. Figure 5 illustrates the key personnel in the system.

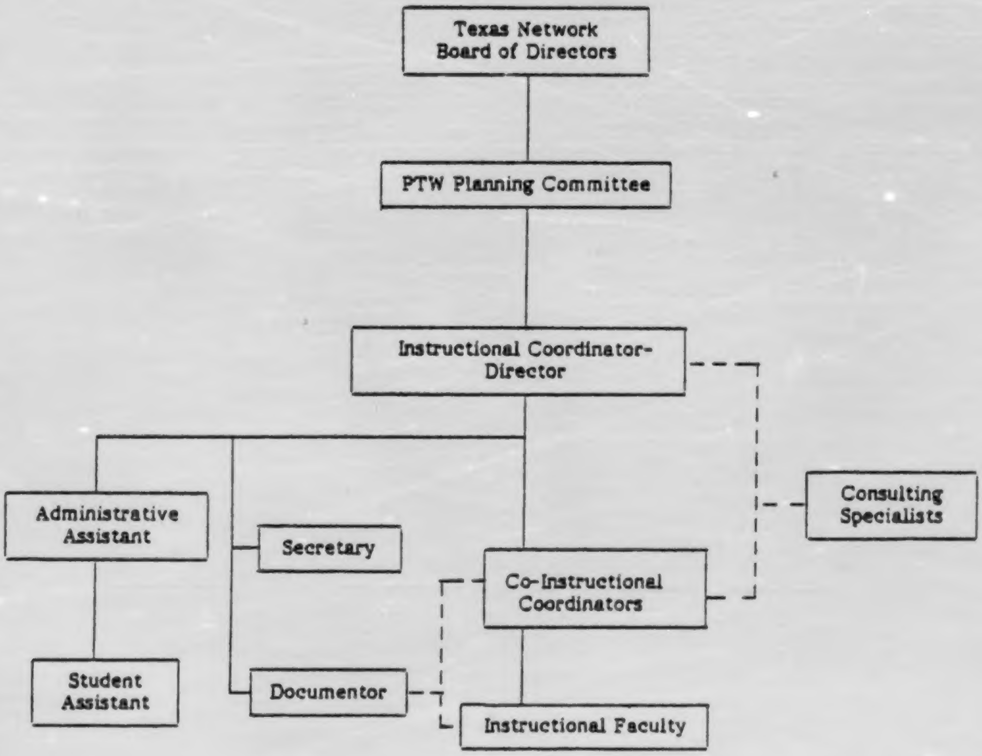

Texas Network Board of Directors
PTW Planning Committee
Instructional Coordinator-Director
Consulting Specialists
Administrative Assistant
Secretary
Co-Instructional Coordinators
Student Assistant
Documentor
Instructional Faculty

Figure 5

Organization of PTW Staff - PTW 2

All staff members participated daily in planning sessions and no governance structures were available to participants other than 15 minute feedback sessions conducted at the end of most days. Participants were not included in staff meetings.

PTW 2: Assessment of Governance and Management

During the PTW, the staff was asked to describe its involvement in decision-making. All six instructors agreed that they were involved in most major decisions and that the staff had worked collaboratively in designing the program. They were involved in decisions relating to scheduling, instruction, and living arrangements and logistics, and in materials selection to a limited degree.

When asked at the conclusion of PTW 2 to identify the strengths in the governance system, the staff cited regularity of planning sessions, democratic involvement of staff, and the feeling of teamness that emerged among them. Weaknesses as perceived by staff were their failure to respond adequately to participant feedback and their failure to develop a participant committee to deal with group concerns.

Participants, too, described the strengths and weaknesses of the governance and management systems, but, as in PTW 1, many participants did not understand the question or did not respond. Those who were able to cite the system's strengths called it open and felt goals and objectives were clearly stated. They felt the attention of staff to details was noteworthy and the program was generally well coordinated and controlled. The director was praised for open sharing with participants and for seeking participant feedback.

Participants perceived that the weakness of the governance system was its failure to use the people available to it. Some felt that management was, at times, arbitrary or autocratic, that the system was hierarchical and that participants were not given enough responsibility for their own conduct and learning.

Observers looked for decision-making occurring in the instructional setting. Approximately 100 twenty-minute observations were made where observers described decisions and classified them as one-person, two-person, polling, voting, or consensus. Fourteen decisions were observed during about 2000 minutes of observation time. Four decisions were made by one person and were concerned with logistics or procedural matters. Two two-person decisions were made in selecting a participant representative for an instructional activity and polling was used five times in coming to agreement on how to do an activity. Voting was used twice to select participants for role plays and consensus was used once to get agreement on an issue related to content material.

Few decisions were made by staff and participants during instructional time. Polling and one-person decisions were most common when decision-making did occur.

On the Post-Program Reactionaire, participants rated governance and management on a five-point scale (3-neutral, 5-highest). A mean rating of 3.56 resulted (See Table 38).

TABLE 38

Participant Assessment of Goverance/ Management - PTW 2

Role Group	Mean
Teacher (N = 19)	3.51
Principal (N = 4)	3.75
Professor (N = 8)	3.46
Teacher Corps Staff (N = 4)	3.92
TOTAL (N = 43)	3.56

Procedures, processes, management support of instruction and involvement in decision-making received the highest ratings from Teacher Corps staff (3.92), followed by principals, teachers, and university faculty.

Conclusions Concerning Governance and Management Systems

The two PTWs implemented governance structures that differed from one another in two ways. First, PTW 1 retained responsibility for instruction and administration with the Instructional Coordinator. PTW 2 separated the responsibility by placing administration under the Instructional Coordinator and placing day-to-day instructional management in the hands of the Instructional Team Leader who reported to and worked with the coordinator.

Second, PTW 1 kept the decision-making function at the top while PTW 2 provided for shared decision-making by staff in its instructional component. Neither PTW established a participant governance system, but PTW 2 provided more types of feedback mechanisms giving the appearance of wanting to include participants in the decision-making process. However, ratings of the two systems did not differ (3.55 and 3.56), and both received somewhat positive ratings.

Recommendations Concerning Governance and Management Systems

Governance and management systems must be designed to correspond with the leadership styles, organization, and program delivery systems. PTW 1 was designed largely to preclude participation in governance and to retain control at the top, and the system was implemented in a fashion consistent with the design. PTW 2 provided opportunities for participants to share with staff in instructional decisions, but there was little evidence that this occurred. Control was retained by staff or management. It is recommended that planners and implementors of workshops examine the governance systems to ensure that structures for governance and governance procedures are consistent with one another, whether hierarchical or democratic systems are elected.

In addition, workshop coordinators and staff should carefully identify decision areas which can include participants. Both staff and participants desire greater control of and involvement in decisions, and areas appropriate for their participation are likely to exist in future programs. A participant council to address concerns or needs of participants, would be appropriate in the program design and operation.

BUILDING: NORM FORMATION

Norms are the behaviors which participants adopt in a social system. They are the informal rules which influence the system's functioning.

Participants in the PTWs reacted to a series of adjective pairs to describe their feelings about the system norms. They responded on a 1 - 5 scale, with 1, on some variables, representing the negative pole, while 5 represented their most positive perceptions. On other variables, the reverse scale was used. In the data that follow, all scales have been converted so that 1 is negative and 5 is positive. The instrument used to collect these data was the Post-Program Reactionaire; the sub-section was titled Feelings About PTW (See Appendix C). Ratings of more than three were considered positive.

PTW 1: Perception of Norms

Table 39 contains the ratings of system norms and feelings about the system as perceived by PTW 1 participants.

TABLE 39

Participant Feelings About PTW 1

Scale	Teachers		Principals		Professors		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Ineffective/Effective	3.91	1.09	4.00	1.23	3.64	0.84	3.61	1.50	3.79	1.15
Passive/Active	3.47	1.44	3.40	1.34	4.07	1.14	3.11	1.45	3.10	1.38
Boring/Interesting	3.56	1.19	4.20	0.84	3.00	1.30	3.50	1.38	3.48	1.26
Worthless/Valuable	4.06	0.91	4.60	0.55	4.07	0.92	3.67	1.19	4.00	0.98
Unorganized/Organized	3.41	1.27	4.00	1.23	3.71	1.27	3.44	1.29	3.56	1.24
Closed/Open	3.94	1.11	4.40	0.55	3.14	1.23	3.61	1.29	3.76	1.18
Uncooperative/Cooperative	4.06	1.08	4.20	0.84	3.79	0.80	4.17	1.15	4.07	1.01
Routine/Experimental	3.81	0.97	4.00	1.23	3.57	1.02	3.94	1.11	3.82	1.01
Not Supportive/Supportive	3.75	0.98	4.20	0.45	3.64	0.84	3.10	1.34	3.75	1.04
Unprofessional/Professional	4.03	1.26	4.60	0.55	4.00	0.88	3.94	1.16	4.07	1.10
Impersonal and cold/Personal and warm	3.81	1.20	4.60	0.55	4.07	0.83	3.72	1.53	3.94	1.19

TABLE 39 (continued)

Scale	Teachers		Principals		Professors		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Not creative/Creative	3.10	1.34	3.80	0.84	3.64	1.01	3.72	1.27	3.61	1.22
Rigid/Flexible	3.59	1.16	4.20	0.45	3.07	1.44	3.67	1.24	3.57	1.21
Feelings ignored/Feelings count	3.69	1.09	4.20	0.45	3.43	1.02	3.67	1.41	3.71	1.31
Dull/Stimulating	3.75	1.16	4.40	1.34	3.64	0.84	3.83	1.29	3.81	1.16
Traditional/Innovative	3.47	1.30	4.00	0.71	3.10	0.86	3.89	1.02	3.62	1.12
Hierarchical/Egalitarian	3.50	1.02	3.60	1.14	2.71	1.33	3.39	1.19	3.36	1.16
Drifting/Goal oriented	3.75	1.46	4.40	0.55	3.93	0.92	3.56	1.25	3.81	1.24
TOTAL	3.70		4.16		3.62		3.64		3.71	

Mean ratings of all participants in PTW 1 ranged from 3.10 (passive/active) to 4.07 (uncooperative/cooperative and unprofessional/professional). Selecting the highest rated positive descriptors, participants described PTW 1 as follows: cooperative (4.07), professional (4.07), valuable (4.00), personal and warm (3.94), experimental (3.82), stimulating (3.81), goal oriented (3.81), effective (3.79), open (3.76), and supportive (3.75).

Teachers rated these variables highest: valuable (4.06), cooperative (4.06), professional (4.03); and these variables lowest: creative (3.10), and organized (3.41).

Principals rated fifteen of eighteen variables 4.00 or higher with a range of ratings from 3.40 to 4.60. Highest rated variables were professional (4.60), personal and warm (4.60), and valuable (4.60). Lowest rated were active (3.40) and egalitarian (3.60). Principals' ratings were significantly higher than other participants' (4.16 total as compared with 3.70, 3.62, and 3.64).

Professors' ratings ranged from 2.71 to 4.07. Highest rated were active (4.07), valuable (4.07), and personal and warm (4.07). Lowest rated were egalitarian (2.71), interesting (3.00), flexible (3.07), innovative (3.10) and open (3.14).

Teacher Corps staff ratings ranged from 3.10 to 4.17. Highest rated scale and the only one rated over 4.00 was cooperative (4.17), while supportive (3.10) and active (3.11) were given lowest ratings.

PTW 2: Perception of Norms

Table 40 contains the ratings of system norms and feelings about the system as perceived by PTW 2 participants.

Teacher Corps staff rated PTW 2 highest (4.43 on a five-point scale), principals second (4.07), then teachers (3.73), and professors (3.49).

When comparing ratings by all participants on each of the eighteen scales, the highest mean ratings were in personal and warm (4.07) and goal oriented (4.00). Lowest rating was in hierarchical/egalitarian (2.90). Those scales with mean ratings greater than 3.75 were: personal and warm (4.07), goal oriented (4.00), supportive (3.93), professional (3.88), open (3.86), cooperative (3.86), organized (3.80), innovative (3.80), and active (3.79).

Teachers rated professional highest (4.32) and egalitarian lowest (3.16).

Principals rated fourteen variables 4.00 or greater. Highest rated was effective (4.50) and lowest egalitarian (3.25).

Professors rated personal and warm (4.25), supportive (4.12), and goal oriented (4.12) as the strongest characteristics of PTW 2. The lowest rated variable was hierarchical/egalitarian (2.13).

TABLE 40

Participant Feelings About PTW 2

Scale	Teachers		Principals		Professors		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Ineffective/Effective	3.84	0.96	4.50	1.00	3.38	1.30	4.75	0.50	3.72	1.20
Passive/Active	3.63	1.07	4.25	0.96	3.87	0.99	4.00	1.41	3.79	1.04
Boring/Interesting	3.63	1.07	4.25	0.96	3.13	1.36	4.50	0.58	3.51	1.30
Worthless/Valuable	3.63	1.17	4.00	1.15	3.62	1.19	4.75	0.50	3.72	1.14
Unorganized/Organized	3.58	0.96	3.75	1.50	3.50	1.41	4.75	0.50	3.80	1.11
Closed/Open	3.95	0.97	4.25	0.96	3.63	1.51	4.75	0.50	3.86	1.21
Uncooperative/Cooperative	3.74	1.05	3.75	1.50	3.87	0.84	4.75	0.50	3.86	1.01
Routine/Experimental	3.68	0.82	3.75	0.96	3.38	1.19	4.00	1.16	3.70	0.94
Not supportive/Supportive	3.89	0.88	4.25	0.96	4.12	0.64	3.75	1.89	3.93	0.96
Unprofessional/Professional	4.32	0.82	4.25	0.96	3.50	1.20	4.00	2.00	3.88	1.28
Impersonal and cold/Personal and warm	3.74	1.28	4.25	0.96	4.25	0.71	5.00	0.00	4.07	1.08

TABLE 40 (continued)

Scale	Teachers		Principals		Professors		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Not creative/Creative	3.63	1.01	4.25	0.96	3.62	0.92	4.00	1.41	3.67	1.08
Rigid/Flexible	3.90	1.15	4.00	1.16	3.00	1.60	4.50	0.58	3.67	1.29
Feelings ignored/Feelings count	3.74	0.99	4.25	0.96	3.38	1.41	4.50	0.58	3.67	1.17
Dull/Stimulating	3.68	1.16	4.00	1.15	3.12	0.99	4.50	0.58	3.60	1.14
Traditional/Innovative	3.68	1.06	4.00	1.15	3.25	1.28	4.75	0.50	3.80	1.06
Hierarchical/Egalitarian	3.16	1.07	3.25	1.26	2.13	0.64	3.75	1.26	2.90	1.11
Drifting/Goal oriented	3.63	1.16	4.25	0.96	4.12	0.64	4.75	0.50	4.00	1.02
TOTAL	3.73		4.07		3.49		4.43		3.73	

Teacher Corps staff rated PTW 2 highest overall of any role group. Only two of eighteen variables were rated less than 4.00. Highest rated were personal and warm (5.00--indicating all rated this a 5), effective (4.75), valuable (4.75), organized (4.75), open (4.75), cooperative (4.75), innovative (4.75), and goal oriented (4.75). Lowest rated variables were egalitarian (3.75) and supportive (3.75).

Conclusions Concerning Norm Formation

Overall ratings of both PTW 1 and PTW 2 were comparable and strong (3.71 and 3.73), indicating positive perceptions of norms by participants. Professors in both workshops rated PTW lowest of all role groups. Teacher Corps staff in PTW 1 rated it second lowest while they rated PTW 2 highest of any role group. Mean ratings of principals in both were strong (4.16 and 4.07) and comparable.

The following figure compares the mean ratings for all participants on each of the eighteen scales.

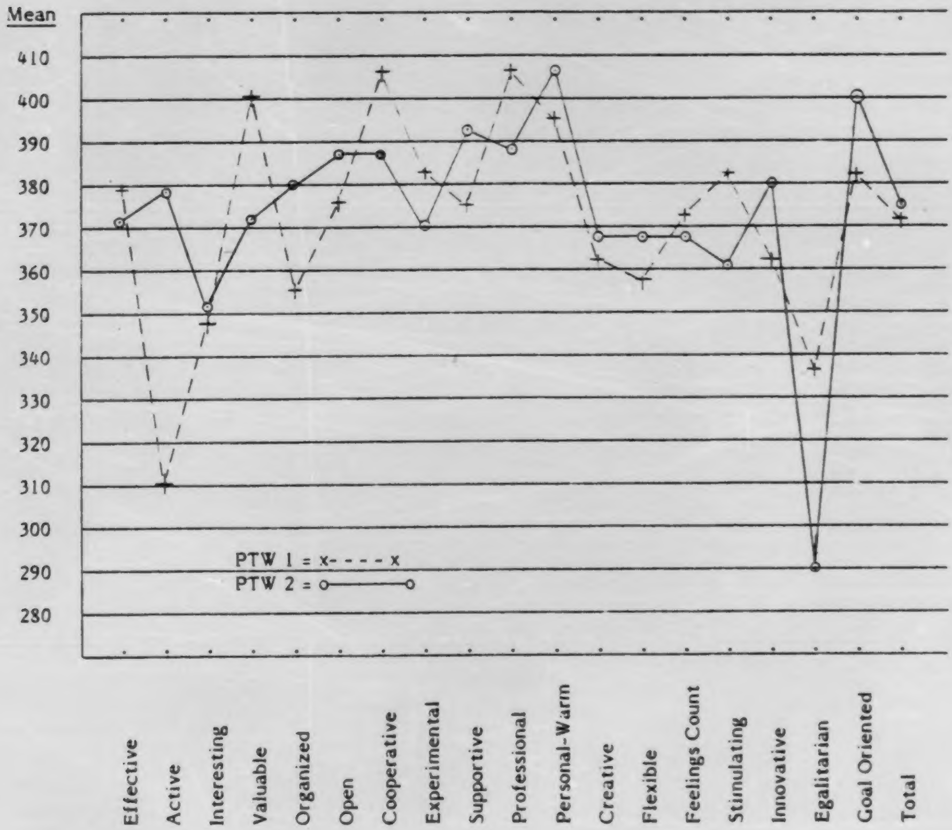
When comparing the perceptions of participants in the two PTWs, those in PTW 1 described it as more valuable and egalitarian. Those in PTW 2 described it as more active.

Recommendations Concerning Norm Formation

Since PTW planners did not specify norms ahead of time, it is not possible to say if their expectations were fulfilled. However, norm formation should be a conscious process where staff models and encourages the norms it desires. It can be surmised from the example of PTW 1, that a more active program would be desirable and from the example of PTW 2, that a more egalitarian system would be appropriate. Otherwise, it appears that participants, generally, had very positive feelings about the system norms.

TABLE 41

Rating of Norms and Feelings - PTW 1 and PTW 2
(A Comparison of Tables 39 and 40)



PART III

OPERATING THE PTWs

OPERATING THE PTWs

Operating is the third phase in the development of a temporary system. It begins when participants have arrived and have been oriented to the program; it ends when participants begin to prepare for their return home. Emphasis during this phase is on achieving the program's objectives. Operating the system includes:

- *Micro-designs*
- *Work groups*

The data included in this section of the report are drawn from observations of instructional activities, from interviews with the Instructional Coordinators and the faculty and from assessments obtained in writing from both staff and participants. Agendas and session handouts are also resources for the information reported herein.

OPERATING: MICRO-DESIGNS

Micro-designs are session plans. They are the substance of the workshop. Based upon a macro-design (see Section I), the individual session plans are comprised of the content, instructional strategies and materials that are presented to participants in order that they may achieve the workshop objectives.

PTW 1: Micro-Designs

The micro-designs for PTW 1 were prepared by the instructional staff and were based upon the macro-design developed by the Instructional Coordinator. The macro-design was thorough, detailed and comprehensive (see Section I), and therefore, did not allow much flexibility for the staff. Staff members worked as individuals and as teams to prepare session plans and also relied on the input from 10 guest speakers who were included in the macro-plan. In daily staff meetings the ensuing day's agenda was reviewed, reworked by the staff, and approved by the Instructional Coordinator.

At UMBC, the instructional day began at 9:00 A.M. and concluded at about 4:30 or 5:00 P.M. Sessions often resumed again at 7:00 P.M. when project teams worked on group exercises or planning activities which they elected on their own. For some teams the evenings were opportunities for socializing; for others, they were intensive work sessions. Twelfth Cycle projects, new to Teacher Corps, tended to require more work time than 11th Cycle projects whose plans and decisions concerning the coming year had been developed prior to the workshop.

Micro-designs for PTW 1 included sessions on organizations as social systems, team building, problem-solving, communications, cross-cultural expectations, the analysis of schools as organizations, teacher organizations, role group sessions (university, teachers, administrators), community organization, socialization processes, state education agencies, project team tasks, economic factors influencing organizations, leadership, decision-making, change theories, temporary systems, organizations in a legal context, and administration theory. An agenda for these sessions appears in Appendix I.

An observer on the data collection team was responsible for writing descriptions of 20 minute session segments. Two excerpts are included here to give the reader a feel for the dynamics of the program.

- *Excerpt 1*

At the beginning of this observation period, a representative of the American Federation of Teachers had already been meeting with the participants for an hour, and was then heading a "Question and Answer" session. The results, in fact, were nothing like Q&A; the participants persisted in making statements and generalizations while the speaker only responded positively or negatively.

One participant complained that the school structure was too rigid, and it was partly the union's blame. School hours should be more flexible and adaptable to the hours of children. "Why can't we have a 24-hour school?" she asked (somewhat rhetorically). "Kids should be able to do their thing at their peak hour." The speaker responded that the unions in fact "made their own beds," and closed schools off from full utilization. "There was no reason," he added, "why unions couldn't lead innovation in the future."

Another participant asked a lengthy "question," and while he was talking the speaker appeared absorbed in lighting his cigar. However, his answer proved that he was, indeed, listening.

"Collective bargaining in the Cook County Community College has set an example of what unions are capable of. Teachers there are paid $16,000 minimum and range as high as $30,000. They saw what public school teachers were getting. We have suffered setbacks, but collective bargaining has made a positive impact.

He said he did not favor a national system of education, because parent/community input would be lost. He cited France, which has a national system, as an example to avoid; the system is "elitist and unresponsive."

"If education unions want to maintain power, they'll have to move

in other areas because, quite crudely, that's where the bodies are." The 'other areas' were areas such as the aging.

The speaker predicted flatly that the AFT and the NEA will merge, because they have the same interests. "The unions are fighting each other and both are going down the tubes." If and when the NEA and AFT merge, they will make up the biggest labor organization in America, "far bigger than the teamsters."

One participant stated that the NEA and the AFT have their own interests at heart and are not really concerned with the survival of teachers. He got a hefty scattering of applause, which would suggest that the speaker was dealing with a hostile audience all along. The speaker looked uneasy as he acknowledged that the interests of teachers were not always foremost but that collective bargaining was a necessary tool.

- *Excerpt 2*

This observation was of a small newly -- established "discussion" group meeting in one of the lounges located in the dormitory. The group was 11 in number.

In the beginning of my observation period, the members joked and continued the communication game they were playing that morning. While they were waiting for other members to arrive, they "chewed the fat," and, when no one else came, the "leader" went around the circle and "guessed" everybody's name.

"How do you remember that?" one member asked her.

"I'm psychic" she responded.

"I thought you were." another cracked. Similar chatter continued for about five minutes.

Participants began to discuss the role of unions in an educational system. One group member stated immediately that the views within most unions were that teachers themselves were not political enough. The effect unions have upon most educational situations is intimidation; "crumbs" are distributed by management to keep unions away, and if it wasn't for the fear of unions moving in, then these crumbs would not be given out. In respect to this, another group member said he had a friend whose sole job was to keep unions out of the educational system.

"Teacher's unions are not educated to what's happening in the system and they don't care", stated a third member. "The general attitude is that the city's got the money for 'X' and therefore they've

got it for 'Y'. The city's main purpose is not efficiency, but survival."

One situation in Philadelphia, where a large group of teachers was laid off, was mentioned, where both the union and the city knew of the projected situation but paid no heed to it. As a result, the teachers were "sacrificed." The negotiators also knew what was happening, but their role forced them to ignore it and negotiate a new contract regardless. One participant stated that "Philadelphia is the 'New York' of Pennsylvania" in reference to its treatment in terms of financial aid.

The group had a discussion with the instructor providing gentle guidance. All group members were equals, and all members except two were active contributors to the discussion. The interaction was enthusiastic yet reserved; while everybody was contributing, they weren't falling all over each other to get a word in. The group was purposeful with an absence of conflict. During this observation period, they seemed to agree upon the uncertain role of unions in an educational situation.

PTW 1: Assessment of Micro-Designs

To describe the instructional program in a more objective and comprehensive fashion, an observation instrument was employed (see Appendix C). Prior to the PTW, a time schedule for random observations was drafted. Each observation period was twenty minutes and was composed of four five-minute segments. At the end of four minutes, the observer checked or rated the mode of instruction, the grouping pattern, and the instructional climate.

Nine modes of instruction were observed: presentation, demonstration, discussion or group problem-solving, audiovisual, role playing or simulation or gaming, independent activity, group planning or logistics organizing, routine management tasks, and recreation or unfocused discussion or free time.

The grouping patterns were defined as total group with teacher, small group with teacher, individual with teacher, structured groups without teacher, free groups, and all participants as individuals.

The instructional climate was rated on a one-to-five scale under the headings affective climate, communication, participant openness, participant initiative, group interpersonal cohesiveness and attending behavior. The scale appears in Figure 6.

Affective Climate

1 2 3 4 5

cool, tension, friction — warm, supportive congenial

Communication

1 2 3 4 5

difficult, trained — smooth, easy

Participant Openness

1 2 3 4 5

defensive, closed — receptive, open

Participant Initiative

1 2 3 4 5

passive, dependent cue seeking — active, autonomous, takes initiative

Group Interpersonal Cohesiveness

1 2 3 4 5

Independent actions — tight, close group, teamwork

Attending Behavior

1 2 3 4 5

not attending, not involved — attending — alert, enthusiastic

Figure 6

Instructional Climate Scale

- PTW 1: Instructional Mode

Data Collectors observed participants and instructors to identify teaching and learning strategies. Nine modes were observed and they are listed in Table 42.

TABLE 42

Extent to Which Instructional Modes Were Employed in PTW 1

Instructional Mode	Percent of Observation Periods	
	By Faculty	By Participants
Presentation	52	9
Demonstration	0	1
Discussion/Group Problem- Solving	14	23
Audiovisual	0	0
Role Play/Simulation/Gaming	1	1
Independent Activity	1	4
Group Planning/Organizing	1	1
Routine Managerial Tasks	6	2
Recreation/Unfocused Discussion/ Free Time	11	21*

*Observers tallied in this column anytime some individuals were not engaged in an activity. If one group had finished a task while others continued to work, that unfocused time appears here. Therefore the number is high.

The most prevalent instructional mode in PTW 1 was presentations by instructors. During fifty-two percent of the observation segments, faculty were presenting to participants. Participants, on the other hand, presented during nine percent of observation periods. Participants engaged in discussions and group problem-solving, twenty-three percent of the time, with twenty-one percent in recreation and unfocused discussions.

More than one type of instructional mode was often used in a single four-minute observation segment. An instructor presented information, then asked participants to engage in a discussion, both in the same segment--and both were checked by the observer. Thus, the total percent of instructional modes may sum to greater than 100 percent.

- PTW 1: Grouping Patterns

As indicated on Table 43, data collectors observed how particiants were grouped for instruction.

TABLE 43

Grouping Patterns of PTW 1
Instruction

Organization	Percent of Observation Periods
Total Group with Teacher	61
Small Group with Teacher	11
Individual with Teacher	4
Structured Groups without Teacher	11
Free Groups	0
All Participants as Individuals	12

In sixty-one percent of the observations, the total PTW group was working with or listening to the instructor. Eleven percent of the time they were in small groups under the teacher's direction, eleven percent of the time they were in structured groups without the teacher, and twelve percent of the time they participated as individuals (reading, writing, or other individual activity).

- PTW 1: Instructional Climate

The instructional climate of PTW 1 was positive. Using a five-point scale where three is neutral, observers rated each of six variables and the mean ratings of observers on all scales were greater than three. Varying from a low of 3.56 to a high of 3.79, the differences among instructional climate ratings were not statistically significant.

TABLE 44

Ratings of Instructional Climate
at PTW 1

Variable	Mean	S.D.
Affective Climate	3.79	.70
Communication	3.73	.78
Participant Openness	3.78	.75
Participant Initiative	3.56	.81
Group Interpersonal Cohesiveness	3.64	.68
Attending Behavior	3.56	.91

At the end of the workshop, staff and participants were asked to assess the strengths and weaknesses of both the content and the instructional strategies used in PTW 1. The responses of both groups are summarized below.

TABLE 45

Staff Perceptions of the Strengths and Weaknesses of the Instructional Designs - PTW 1

Strengths	No. of Staff
Diversity of content	3
Well planned	2
Related to the objectives	1
Focused on project problems	1
Introduced new knowledge	1
Excellent speakers	2
Good mix of experiential and directed activities	1
Good support materials	1
Weaknesses	
Too much content for time allotted	1
Too much lecturing	2
Presentations too long	3

TABLE 45 (continued)

Weaknesses	No. of Staff
Poor sequencing	1
Poor integration of topics	2
Speakers not oriented to PTW	2
Too much time in large groups	1
Failure to communicate purpose and procedures to participants	1
Under-utilization of media	1
Inadequate group process activities	1

The staff was positive about the content for the design of individual sessions, but was most critical when the program was viewed as a whole. They found the structure and sequence confusing and perceived that the instructional strategies lacked variety and regard for pacing. Problems may have resulted from the effort to pack a great deal of content into a short time frame.

Participants also assessed the strengths and weaknesses of the content and the instructional strategies. Their responses appear in Tables 46 and 47.

TABLE 46

Participant Perceptions of the Strenghts and Weaknesses of the Content of PTW 1

Strengths	TOTAL	Non-Ed Faculty N=7	Tchr. Ed. Faculty N=4	PD N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Project Team Activities	6	1		1	1	1			2
Multicultural Sessions	4	1						2	1
Organization Theory	5	1	1					3	
Communications Theory	1	1							
Political Influences	1	1							
Social Systems model	1	1							
Good reading materials	3	1	1			1			
Good lectures	26	2	1	2	5	2		4	10
Change Theories	2	1	1						
Impressive Scope	8		1		4	3			
Good continuity	1		1						
Relevant, Useful	3					1	1	1	
Management skills	2					1		1	
Economics	1							1	
Politics	1							1	
Leadership	1							1	
Skill Oriented	1							1	

TABLE 46 (continued)

Weaknesses	TOTAL	Non-Ed Faculty N=7	Tchr. Ed. Faculty N=4	PD N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Lack of logical sequence	15	2	1	2	1	2		4	3
Personality Theory	1	1							
Decision-making	1	1							
Topics not integrated	1	1							1
Need for application of theory	6	1	1		1		1	2	
Lack of time of work with materials and reading	5	1				1			3
Some poor lecturing	3	1	1					1	
Too much content in short time	11				1	2		4	4
Content not addressed to varied participant levels	2			1				1	
Content not processed	1			1					
Too technical	1				1				
More on multicultural	2								2
Less on multicultural	1							1	
State department of education	1								1
Need session on Teacher Corps	2							1	1

TABLE 47

Participant Perceptions of the Strengths and Weaknesses of Instructional Strategies Used in PTW 1

Strengths	TOTAL	Non-Ed Faculty N=7	Tchr. Ed. Faculty N=4	PD N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Excellent materials	1	1							
Use of community resource people	1	1							
Variety of presentations	8	1	1		1	1	2	1	1
Excellent speakers	9	1	1		3			2	2
Question and answer sessions	2		1		1				
Well organized	1			1					
Skill development activities	1				1				
Sessions where theory was applied	1							1	
Group interaction	3							1	2
Project team sessions	1								1
Good strategies	8				2	4	1	1	
Weaknesses									
Too many lectures	10	2	1	1	1	1		2	2
No reading time	2	1							1
Lectures too long	3	1						1	1
Day too long	2	1				1			

TABLE 47 (continued)

Weaknesses	TOTAL	Non-Ed Faculty N=7	Tchr. Ed. Faculty N=4	PD N=6	Princ. N=9	TL N=9	PDS N=3	Sec. Tchr. N=13	Elem. Tchr. N=15
Need more group discussion time	5	2	1			2			
Need more participant involvement/ activity	4	1	1					2	
Need more variety of techniques	12	1	2	1	2	2		4	
Need more application activities	3	1						1	1
Provide more focus and improve sequence	6	1	1	2				2	
Provide structure for group activities	1	1							
Sessions need follow-up	6		1		1	1		1	2
Need more time in project teams	3		1		1				1
More content, less process	2			1				1	
Need to write and adhere to specific objectives	2			1		1			
Need to use project teams in presentations	1				1				
More use of audiovisual	4						1	2	1
Need to plan for varied levels of participants	1								1

Participants' comments regarding the micro-designs (content and strategies), reflected their concerns for how instruction is delivered rather than concerns for what concepts are included in the program. University faculty were most critical (positive and negative) of the substance of the program. Participants, in general, felt that lectures were effective, that the scope of the program was impressive and that the content of project team sessions was useful. Participants identified major weaknesses in content as lack of logical sequence and the attempt to cover too much content in the time allowed. A number of participants needed sessions on application of the theories.

The strongest instructional strategy identified by participants was the richness and variety of lectures. Participants recommended that more variety be included in presenting sessions and that the number of lectures be reduced. Designers should tighten the program focus and restructure the materials to provide a continuous and logical flow. More discussion and active participation should be encouraged along with sessions designed to followup and build upon the readings and presentations.

When asked on the Post-Program Reactionaire to rate the program content on a five-point scale (3-neutral, 5-highest), participants offered a mean rating of 3.77 when considering scope of the content, newness, and appropriateness (see Table 48).

TABLE 48

Participant Assessment of Instructional Content - PTW 1

Role Group	Mean
Teacher (N = 32)	3.96
Principal (N = 5)	4.00
Professor (N = 14)	3.33
Teacher Corps Staff (N = 18)	3.69
TOTAL (N = 72)	3.77

Principals and teachers were most positive (4.00 and 3.96) about the scope, newness and appropriateness of the content followed by Teacher Corps staff (3.69), and by university faculty (3.33).

When asked to rate instructional strategies (organization of program, methods, and design of activities) participants in PTW 1 gave a mean rating of 3.23 as indicated in Table 49.

TABLE 49

Participant Assessment of Instructional Strategies - PTW 1

Role Group	Mean
Teacher (N = 32)	3.24
Principal (N = 5)	3.53
Professor (N = 14)	3.02
Teacher Corps Staff (N = 18)	3.26
Total (N = 72)	3.23

Principals were most positive about strategies (3.53), while other role groups were close to neutral concerning methods, activities and curriculum organization.

PTW 2: Micro-Designs

The micro-designs or session plans for PTW 2 were prepared by the Instructional Staff working with their elected team leader. The plans were based on the macro-design (see Section I), which was prepared using CMTI as a model. Although the macro-design was not thoroughly structured or tightly scheduled, it was specific as to concepts that would be stressed by the faculty. Faculty members were assigned responsibility for sessions usually based on expertise. During daily faculty meetings, thieir plans were reviewed and the staff used consensus to reach final decisions on strategies and scheduling. The final three days of the program were conducted by guest presentors, and the faculty did not have design responsibility for them.

At the University of Texas, the instructional day began at 8:00 A.M. and concluded about 4:00 P.M. Some evenings during the first week were scheduled with films or team project activities, but during week two participants' evenings were free and they sometimes elected to work in project teams although no formal program activities were designed for this purpose. At the end of each day teams met for fifteen minutes to assess the day's program.

The content for the PTW 2 microdesigns was built around the concepts of power, authority, influence, motivation, slippage, decision-making, temporary systems, role set, conflict, norms, communication, and formal and informal structures as they relate to schools, classrooms and multicultural communities. Sessions included getting acquainted, team building, cross-cultural exercises, the BaFa simulation, defining organizations, film showings, strategies for exclusion and inclusion in groups, change strategies, personal energy management, case studies related to organization concepts, problem- solving exercises, the roles of community advisory boards, and the culture and demographic characteristics of Texas. The agenda for these sessions appears in Appendix I.

An observer on the data collection team prepared descriptions of twenty-minute session segments during randomly selected times throughout the workshop. Two excerpts from these session descriptions appear below to provide the reader with a glimpse of the program's flavor.

- *Excerpt 1*

> *10:00 A.M., day 2--The room is very animated! Participants are in the midst of BaFa activity. Folding screens have been placed down the center of the room--Alpha culture to the left -- Beta to the right. Within each culture small groups are moving fluidly, laughing, seeking and sharing perceptions, clues -- planning strategies -- questioning returning emissaries. All are task-involved. Several staff greet and welcome me as they pass. An accepting, friendly air among staff/data team makes the atmosphere congenial. Non-engaged staff on the periphery are doing support functions, routine management (exchanging BaFa currency, chart taping, individual tasks). A sense of interest, harmony and support surrounds the activity area. Participants are totally involved in experience, oblivious to extraneous factors. Burst of laughter, "I did that funky chicken thing*

back to one of them and they threw me out." Puzzlement -- "What did I do?" The first one I talked to gave me an insult card! Mac has gotten Beta into a circle and asked who has not yet gone as a visitor. Four hands raised. Questions, behavior clues offered by group naturally, spontaneously. Visit exchange very earnest, very amusing to participant observers. High hilarity among Alphas. Highly fluid mobility, point tallies, card counting - movement toward tables, everyone talking, sharing experience. Debriefing begun by an instructor with an anecdote -- the point of which was cultural misperception. Some summative debriefing and participant comments -- "Those Beta women were so aggressive -- they come and flirt with you." "We never could figure the Alphas out -- they were nice to each other and nasty to us. They kept throwing us out and they didn't want to trade in any way that made sense." "No Beta wanted to go back -- those people are crazy." "Do we relate more (Americans) to the aggressive profit-seeking society?" "To deal in any other culture, you've got to know the norms." "How can you get them to tell you?" "Is a society responsible for trying to assimilate the stranger?" "When I didn't know the card values, I still knew he was just trying to take advantage of me -- rip me off." "What does this society value?"

- *Excerpt 2*

Thirty-four participants are in the Kiva (instructional arena). Today's activity is in the hands of two consultants from UT R&D Center. They have several overheads, charts, slide tape set-ups and are primarily using discussion/presentation to total group with some group task/reaction activity involving participants seated at tables in project groups. Design assumption: 1) project teams are now task oriented to implement change back home; 2) project teams understand and have commitment to workshop objectives. There is no reason to question those assumptions. Minority (but significant) exhibiting disengaging behavior — reading newspapers, side conversations -- much in and out trafficking to hall. Conversations concerning exit time, packing, ride and plane arrangements. At two project tables, some tension evident because of these personal/system conflict issues in process. All of this undercurrent while R&D consultants "hold forth."

The absence of instructional staff seems to have some disengagement influences on participants. Majority of participants are exhibiting attending behavior, but not to a high level and few seem really intent on the activity.

PTW 2: Assessment of Micro-Designs

More objective data on the micro-designs were collected by the observers who tallied or rated instructional modes, grouping patterns, and the instructional climate during twenty-minute observation periods. The procedures used by the observers are described on pages 140 and 141, and the instrument appears in Appendix C. An analysis of the observation data for PTW 2 appears below.

- PTW 2: Instructional Mode

During PTW 2, the faculty presented information on an average of thirty-five percent of observation periods, and participants presented twelve percent of the observation periods. Faculty engaged the group in discussions and group problem-solving seventeen percent of the time, while participants were involved sixteen percent in role play/simulation/gaming settings, and seventeen percent of the time in recreation/unfocused discussion/or free time. (Unfocused time was tallied when all or any part of the group was idle any time during the four minute period.) Table 50 displays these data.

TABLE 50

Extent to Which Instructional Modes Were Employed in PTW 2

Instructional Mode	Percent of Observation Periods	
	By Faculty	By Participants
Presentation	35	12
Demonstration	2	1
Discussion/Group Problem-Solving	17	31
Audiovisual	7	8
Role Play/Simulation/Gaming	1	16
Independent Activity	2	8
Group Planning/Organizing	5	2
Routine Managerial Tasks	6	1
Recreation/Unfocused Discussion/ Free Time	9	17

- Grouping Patterns

In a second phase of observations, the organizational structure of PTW 2 was observed. Data from these observations are summarized in Table 51.

TABLE 51

Grouping Patterns of PTW 2 Instruction

Organization	Percent of Observation Periods
Total Group with Teacher	46
Small Group with Teacher	14
Individual with Teacher	1
Structured Groups without Teacher	24
Free Groups	5
All Participants as Individuals	19

During forty-six percent of observations, the total group was working with an instructor and in fourteen percent of observations, they were in small groups working under the direction of an instructor. Twenty-four percent of the time, participants worked in structured groups without the teacher and in nineteen percent of the time they worked independently.

- Instructional Climate

In a third phase of observations, 452 assessments were made of the instructional climate, using a 1-5 scale, with 5 being on the positive end of the continuum and 3 considered the neutral point. Table 52 summarizes these data for PTW 2.

TABLE 52

Ratings of Instructional Climate at PTW 2

Variable	Mean	S.D.
Affective Climate	3.29	.66
Communication	3.34	.75
Participant Openness	3.27	.70
Participant Initiative	3.35	.91
Group Interpersonal Cohesiveness	3.14	.72
Attending Behavior	3.48	.85

The mean ratings on all scales was greater than three, indicating an observed positive instructional climate. They ranged from 3.14 to 3.48; however, these differences were not significant.

On the last day of the workshop, the faculty and the participants were asked to assess the strengths and weaknesses of both the content and the instructional strategies used in PTW 2. The responses of both groups are summarized in Table 53.

The staff was most positive about the macro- and micro-designs and the varied teaching strategies used at PTW 2, and they were most critical of the content delivered to participants. The plans, the materials, and the activities were considered strengths, but all seven program weaknesses identified by instructors were related to content, concept development and knowledge transmission.

TABLE 53

Staff Perceptions of the Strengths and Weaknesses of the Instructional Designs - PTW 2

Strengths	No. of Staff
Stress on organization theory and practice application	1
Conceptual frameworks	2
Well planned	2
Varied teaching strategies	3
Varied groupings	1
Met objectives and workshop purpose	1
Case studies	1
Films	1
Diversity of and cooperation among staff	2
Group process; involvement of participants	2
Weaknesses	
Not enough time devoted to concept development	1
Too much material to cover	1
Content lacked depth	1
Sequence not smooth	1
Failed to get closure on sessions, need follow-up	1
Too few instructors	1
Need more sessions on the study of organizations	1

The participants also assessed the strengths and weaknesses of the content and the instructional strategies. Their responses are summarized in Tables 54 and 55.

TABLE 54

Participant Perceptions of the Strengths and Weaknesses of the Content of PTW 2

Strengths	TOTAL	Univ. Faculty N=10	Princ. N=5	TL N=5	Teachers N=20
Change theory	2	1		1	
Organization theory	4	1		2	1
Well organized material	5	1	2		2
Objectives-referenced	2	1			1
Good outside consultants	3	2			1
Looking at schools as organizations	1	1			
Stress on importance of topic to the profession	2	2			
Diversity of people	1	1			
Fine faculty	6	1	2	1	2
Relevant, Useful	10		3	3	4
Good lectures	4		1		3
Community organization	1			1	
Case studies	3			1	2
Problem-solving	1			1	
Communications skills	2			2	
Information on Teacher Corps	1			1	
Well chosen content	5		2		3
Personal energy management	3			1	2
Concerns model	1				1
Role Plays	1				1
Multiculture	1				1

TABLE 54 (continued)

Weaknesses	TOTAL	Univ. Faculty N=10	Princ. N=5	TL N=5	Teachers N=20
Misinformation given	4	4			
Too focused on specific concepts and not broader theories, shallow	5	4			1
Personal energy management	1	1			
Sessions too long; day too long	1	1	3		
Level too low	1	1			
Didn't use participant resources	1	1			
Need more multicultural ed.	1	1			
Add organization theory expertise to staff	5	3	1	1	
Provide content appropriate to varied participant levels	3		1	1	1
Need more input from public schools	1		1		
Need more on Teacher Corps	4			1	3
Too much content in time allotted	2				2
Can't be applied back home	1				1
Not related to my needs	1				1
Need feedback time	1				1
Clarify participants' roles	1				1
Need more application sessions	1				1

TABLE 55

Participant Perceptions of the Strengths and Weaknesses of the Instructional Strategies Used in PTW 2

Strengths	TOTAL	Univ. Faculty N=10	Princ. N=5	TL N=5	Teachers N=20
Small groups, group discussions	9	3		2	4
Variety of techniques	7	1	1		5
Lectures; styles of presentors	5	2			3
Personalized	1	1			
Role Playing	2	1		1	
Audiovisuals	4	1		1	2
Good strategies	10	2	2	2	4
Simulation	3			1	2
Instructor/student ratio	1				1
Weaknesses					
Pace too fast	1				1
Pace too slow	8	2			6
Need to integrate concepts	3	2			1
Need to get closure, follow-up, reinforcement	4	3			1
Need to clarify objectives	1	1			
Need to respond to feedback	1	1			
Too much role playing	12	4	2		6
Case studies	2	1			1
Mini-lectures	1	1			
Need to use participant resources	4	2	1		1

TABLE 55 (continued)

Weaknesses	TOTAL	Univ. Faculty N=10	Princ. N=5	TL N=5	Teachers N=20
Need to schedule consultants earlier	1	1			
Need to do less telling, more activity	5	1	2		2
Need to assess participant needs	1		1		
Some evidence of lack of preparation	4		1	1	2
Fishbowl	1			1	
Need more time for back home/ planning	1				1

The content and instructional strategies which comprised the microdesigns for PTW 2 were criticized positively and negatively by participants. On the plus side, the content was perceived as well organized, relevant and useful. The stress on organization theory as a subject for educators to study was proven valid for participants. Instructors were helpful and supportive. Team leaders and principals were most positive about the content while the university faculty members identified more weaknesses. The content was perceived as shallow and some incorrect information was presented and reinforced. Sessions could be shorter and tighter, and the content could be strengthened by the addition of staff knowledgeable about organization theory.

The instructional strategies were praised by participants. Strategies were good, in general, varied and well mediated. Group discussions and some presentations were highlights for the teams. Strategies could be improved by reducing the amount of role playing and by quickening the pace of the program. The staff should use participant resources and encourage active involvement of the participants.

On the Post-Program Reactionaire, PTW 2 participants rated the content as to newness, appropriateness, and scope of coverage, on a five-point scale (3-neutral, 5-highest), the content received a mean rating of 3.44 (see Table 56).

TABLE 56

Participant Assessment of Instructional Content - PTW 2

Role Group	Mean
Teacher (N=19)	3.60
Principal (N=4)	3.75
Professor (N=8)	2.83
Teacher Corps Staff (N=4)	4.42
TOTAL (N=43)	3.44

The highest rating of content, 4.42, was made by members of Teacher Corps staffs, while teachers and principals rated the content 3.60 and 3.75 respectively. University faculty rated content 2.83, below the 3.0 neutral rating.

Instructional strategies were also rated by participants who considered the design of the activities, the organization of educational experiences and teaching methods used. The mean rating by participants was 3.28 as indicated in Table 57.

TABLE 57

Participant Assessment of Instructional Strategies - PTW 2

Role Group	Mean
Teacher (N=19)	3.21
Principal (N=4)	3.33
Professor (N=8)	2.88
Teacher Corps Staff (N=4)	4.08
TOTAL (N=43)	3.28

Participant mean ratings of instructional strategies ranged from 2.88 to 4.08 on a five-point scale. The highest rating was from Teacher Corps staff, while the lowest was from university faculty members.

Conclusions Concerning Micro-Designs

The micro-designs for PTW 1 and 2 varied substantially in both process and content. Sessions for PTW 1 were built around the intent to increase participants' knowledge of theoretical models and broad organization concepts. Emphasis was given to exposing the teams to the many and varied approaches to organization study and to organizations which impact upon schools and teaching. Sessions for PTW 2 were designed around several specific concepts which were analyzed and applied to the Teacher Corps, schools, and the community. The emphasis was on application as opposed to models, theories, and approaches to the study of organizations.

Instructional sessions were observed during both PTWs. In fifty-two percent of the observations of PTW 1, the faculty was presenting material to participants while in PTW 2, only thirty-five percent of the sessions observed included faculty presentations. Equal time (12%, 9%) was given to participant presentations in the two workshops, while role playing/simulation was used much more extensively in PTW 2 (16% versus 3% in PTW 1). Audiovisual materials were used more often in PTW 2 (8% of observations) than in PTW 1 (6%).

In PTW 1, the total group of participants was organized in a large group with an instructor seventy-two percent of the periods observed, while the large group structure operated during forty-seven percent of observations during PTW 2. Equal time was devoted in the two workshops to independent activity (19%, 12%). In PTW 1, the large group subdivided into smaller work groups during about 11% of the observations. This occurred during 24% of the observation periods in PTW 2. While small groups were often used in conjunction with a large group activity, or presentation in PTW 1, small groups in PTW 2 were, more often, the primary grouping pattern.

The instructional climates in Baltimore and Texas were positive. According to six variables rated by observers, the climate in PTW 1 was slightly more positive than in PTW 2 (3.56 - 3.79 for PTW 1; 3.14 - 3.48 for PTW 2).

The staffs of the two workshops viewed their micro-designs differently. PTW 1 instructors felt that their strengths were in the areas of delivery of content and sound organization of individual sessions. Their program's weaknesses were perceived as lack of variety in instructional strategies and failure to integrate and sequence sessions in a logical fashion. Content was strong, but process was somewhat weaker. PTW 2 instructors felt their micro-designs to be strongest in process, weakest in content. They felt that the designs provided for a range of appropriate strategies, but that knowledge and skill had not been fully conveyed to the learners.

Participants in the two workshops agreed, in general, with their instructors' perceptions of the instructional programs. PTW 1 was thorough on content, but lacked variety in presentation strategies while PTW 2 offered varied teaching/learning techniques, but was shallow in content and paced too slowly. Participants in both programs requested increased use of themselves as resources and greater clarity as to program objectives and participant roles.

In overall assessments, the content of PTWs 1 and 2 received mean ratings of 3.77 and 3.44 respectively. Principals were most positive about the content of PTW 1 and Teacher Corps staff were most positive about the content of PTW 2, while lowest ratings were received by both programs from university faculty. The instructional strategies used during the two workshops received mean ratings of 3.23 (PTW 1), and 3.28 (PTW 2). Again, principals rated highest at PTW 1 (3.53) and Teacher Corps staff rated highest at PTW 2 (4.08), while the lowest ratings for both came from university faculty representatives.

Recommendations Concerning Micro-Designs

Micro-designs are products of macro-plans, staff expertise, materials, facilities, objectives, participant needs and time (and, probably, other factors). Session plans are a result of the interaction of many forces as is reflected in the recommendations that follow.

Teacher Corps-Washington has the initial obligation in influencing the eventual delivery of workshops on organization theory. Teacher Corps must be clear as to expected outcomes of the workshops and as to roles they expect participants to play in the delivery of inservice education to teachers. At present, there exists much confusion. If the PTWs were intended primarily to field test some materials, as some believed, sessions should have been so designed. If the PTWs were intended to train trainers, then the micro-designs would focus on preparing sessions to be delivered elsewhere at a later date. And if participants are being trained as trainers, does it make sense to invite participants who are largely unfamiliar with the content? Some believed that the PTW was conducted to introduce teachers to organization theory. If so, what are they to do with it? Why were other role groups invited?

Beginning with these and other questions, the PTW planners and staff began the macro- and micro-design processes. Given the initial confusion, the results of their efforts are to be praised. With greater clarity in the beginning, some different design decisions may have been made. Nevertheless, the designs that resulted lead the data collectors to some recommendations:

- *Clarify for planners and participants the purposes for the workshop and the present and future roles of participants.*
- *Blend content and process so that participants can be both active and receptive.*
- *Select materials that permit varied usage.*
- *Select staff for knowledge and skills in process and content.*
- *Provide time for staff to work together on designs so that information or techniques are not overused.*
- *Keep lectures short and to the point of the workshop.*
- *Plan for varied levels of expertise among participants.*
- *Use participants as resources to staff and to one another.*
- *Allow time for follow-up and reinforcement activities.*
- *Focus on organization theory and provide time for application*

of the theory.

- *Avoid the treatment of multicultural education as a separate curriculum strand. Relate it to organization theory and to community organization (unless, of course, cross-cultural information becomes an objective of the program).*

- *Use media whenever appropriate.*

- *Avoid eliciting participant feedback when there is no intention of using it. If the program is fixed in advance, don't give the appearance that participants can change it.*

- *Integrate presentations, readings, discussions to avoid fragmentation and confusion.*

- *State purposes for each session and, if evaluation is to be done, do it immediately.*

- *Build in sessions for the development of application of the material to the local project.*

- *Orient speakers to program purposes and allow time for participants to meet with them for discussions.*

The authors of this report assume, for the moment anyway, that Teacher Corps wishes to reach the following goals which are to:

- *encourage the study of organization theory among inservice teachers serving in low-income and multi cultural communities;*

- *encourage collaboration in the delivery of the study of organization theory between school and university personnel with the support and assistance of the Teacher Corps project team;*

- *encourage teacher education programs to incorporate the study of organizations into the curriculum for preservice teachers; and*

- *improve the effectiveness of teachers in getting schools to be responsive to the needs of the children they serve.*

If these goals correctly reflect Teacher Corps' intent, then the organization theory workshops should be directed toward persons who influence policy decisions in preservice and inservice programs and toward persons who can deliver programs directly to pre- and inservice teachers. Sessions therefore, would be designed to analyze and discuss current practices and to address the rationale for including the study of organizations in teacher training and retraining; to overview content options for such programs; to design strategies for delivering the training; and to plan for implementing the programs at the local site.

OPERATING: WORK GROUPS

Work groups describe the structures in which participants function during the program. Group size and composition are factors which are important to what is learned and how it is learned. Instructional staff members and the Instructioinal Coordinators were asked in interviews to describe the work groups they structured.

PTW 1: Work Groups

Four types of work groups existed during PTW 1. The first was the total group which was the most common structure. Second was the project team group which met almost daily, and team members usually stayed in this group when the total membership was together. Project teams worked together on a community demographic assessment, in sessions to apply theory to their own experiences, on problem-solving and on planning exercises. The role group was the third structure and was used for follow-up discussions after presentations and for providing feedback to the staff. At the request of participants, a fourth structure, the discussion group, was organized where a maximum mix of participants could interact with one another.

PTW 1: Assessment of Work Groups

At the end of PTW 1, participants were asked to assess their feelings about work groups in which they had been involved. On a five-point scale, they rated four statements as 1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - strongly agree. The results are reported in Table 58.

TABLE 58

Participant Perception of Group Functioning - PTW 1

Reaction	Teacher		Principals		Professors		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I felt free to say what I really wanted to say in the group.	4.28	0.85	4.00	1.73	3.93	1.49	4.39	0.85	4.24	1.05
I felt a sense of self-fulfillment as a member in the group.	3.63	0.98	3.40	1.52	3.43	1.34	3.94	0.94	3.67	1.07
I felt free to influence and be influenced in the group.	4.13	0.79	3.60	1.14	3.64	1.49	4.00	0.91	3.99	1.01
I trusted other group members	4.19	0.74	3.40	1.52	4.07	0.92	4.28	0.67	4.15	0.83

Ratings on the five-point scale were high, ranging from 3.67 to 4.24. Highest rated was the statement that participants felt free to express themselves in the group; lowest was related to their sense of self-fulfillment as a member of the group.

Principals and professors felt less free to say what they really wanted to than teachers and Teacher Corps staff. Teacher Corps staff felt a greater sense of self-fulfillment than the others. Principals expressed less trust in others than the other three role groups.

PTW 2: Work Groups

PTW 2 utilized the total group, the project team and mixed discussion groups as structures for work. Project teams stayed together during large group activities and were housed in contiguous rooms. The project teams worked together to discuss readings, to analyze films and to conduct project planning activities. The teams met, also, prior to reporting daily feedback to the staff.

PTW 2: Assessment of Work Groups

Participation in work groups was rated by all role group members at the conclusion of PTW 2. On a five-point scale, participants gave the following ratings:

TABLE 59

Participant Perception of Group Functioning — PTW 2

Reaction	Teacher M=19		Principal M=4		Professor M=8		Teacher Corps Staff M=4		Total M=43	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
I felt free to say what I really wanted to say in the group.	3.79	1.23	4.00	0.82	3.63	1.77	4.50	0.58	3.72	1.39
I felt a sense of self-fulfillment as a member of the group.	3.63	1.17	3.75	0.96	3.63	1.19	5.00	0.00	3.72	1.14
I felt free to influence and be influenced in the group.	3.63	1.12	4.00	0.82	4.00	1.07	4.50	0.58	3.74	1.20
I trusted other group members.	3.90	1.10	3.25	1.26	4.13	1.36	4.75	0.50	3.79	1.30

Reactions to the four statements were similiar--the range of means for the total group was from 3.72 to 3.79. The reactions to these statements by Teacher Corps staff were more positive than the other three role groups. Principals trusted other group members less than the other role groups.

Conclusions Concerning Work Groups

Both PTWs depended on total group and on project teams as structures in which content and skills would be delivered. The primary work group was the total group during PTW 1; during PTW 2, time was divided about equally between total group and small project team or discussion groups. Small group experiences were highly rated by participants in both PTWs and the ratings ranged between 3.67 and 4.24 for all variables assessed.

Recommendations Concerning Work Groups

Work groups are the function of the program design and should be selected on that basis. Since lecturing was widely used in PTW 1, the use of total group was appropriate. And since analysis and application of organization concepts to personal experience was emphasized in PTW 2, small groups were an appropriate choice for structure.

It is evident that neither PTW had as a priority the use of participants as resources to one another. If this is valued by planners of future workshops, then more group interaction should be encouraged and less time should be spent by participants in project teams.

PART IV

CLOSING AND FOLLOWING-UP THE PTWs

CLOSING AND FOLLOWING-UP THE PTWs

The emphasis during the final two phases of the temporary system is on application of what has been learned to the back-home, permanent system. During closing, the following activities occur:

- Evaluation
- Action planning
- Network planning
- Support planning

During follow-up, plans are implemented and assessed. Data were collected on these two program phases by interviewing Project Directors and Network Executive Secretaries, and through participant questionnaires. It should be noted that relatively little workshop time was devoted to these two phases, so few data were obtained.

PTW 1: Closing and Following-Up

PTW 1 concluded with project team planning reports and with internal program assessments by participants. Participants rated the workshop activities both during and at the end of PTW 1, and also completed pre- and post-testing. These data were for internal use and, presumably, will be used to guide future program planning. Sample instruments appear in Appendix J.

Final planning reports presented by project teams were five-minute summaries of projects plans to engage in problem-solving at the home site. Reports were not necessarily inclusive of plans to implement inservice programs in organization theory.

Project Directors were asked by data collectors to describe future plans regarding the PTW. Five directors planned to meet with the project team to develop whatever they would do. One planned to involve the site coordinators in a meeting with the Teacher Corps staff, to modify current plans, to reconceptualize, and to insure relevancy for preservice and inservice programs. One director noted the need to involve more people outside the project (such as university faculty), and to provide better orientation and team building with them.

Two mentioned workshops as structured follow-up activities while one director noted that he was preparing a plan for management based on organizational theory, a time line for implementing an inservice program on organizational theory, and a project newsletter.

The Network Executive Secretary reported that the Network would be conducting follow-up to the PTW beginning in October, 1977. The follow-up training would include site-specific activities and would be delivered by the Network Board of Directors, the PTW instructional staff, and outside consultants.

On the Post-Program Reactionaire, PTW 1 participants were asked to assess the extent to which their local project team had or would function together. Seven statements probed various aspects of this interaction; participants reacted to each according to the following five-point scale: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, or 5-strongly agree. The means and standard deviations for all participants and for the various role groups in PTW 1 are included in Table 60.

TABLE 60

Participant Assessment of Team Development - PTW 1

	Teacher		Principal		Professor		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Our team is likely to work together in the future using what we have learned.	4.50	0.84	4.20	0.84	3.86	1.23	4.28	1.23	4.29	1.03
Our team has developed plans to conduct inservice training when we return home.	4.00	0.98	4.20	0.84	4.07	1.27	4.06	1.39	4.04	1.12
Our team came to this workshop with the commitment to work together in the future.	3.50	1.39	3.60	0.89	3.79	1.31	4.11	1.23	3.75	1.29
Our Team is planning to meet in the future with other teams that attended this workshop.	3.06	1.19	3.40	1.14	3.07	0.99	2.94	1.55	3.08	1.22
The Network should schedule future sessions for these teams.	4.53	0.62	4.00	1.23	4.21	0.80	4.06	1.31	4.31	0.91
I feel that I am prepared to train teachers in organization theory and in analysis of schools as organizations.	3.03	1.09	3.20	1.10	3.57	1.02	3.28	1.67	3.25	1.23

The range of mean responses for all participants was from 3.08 to 4.31. The lowest referred to plans for future meetings with other workshop teams while the highest, interestingly enough, suggested that the Network should schedule such meetings.

Participants' responses on the first three questions followed an interesting pattern. Highest was the first--our team is likely to work together in the future; lower was our team developed plans to do so; and lowest was our team came to PTW committed to do so. A rating of 3.25, slightly greater than the neutral position was accorded the last question which was concerned with feeling of adequacy in training teachers in organizational theory.

Professors were less certain that their teams would work together in the future (question one) than the other role groups, but more confident of their ability to train others in organizational theory (last question) than other participants.

PTW 2: Closing and Following-Up

PTW 2 ended with a workshop summary. Internal assessments were conducted during the program and a knowledge test was administered at the program's mid-point, but no post-evaluation was administered.

Because project teams were not expected to return home and conduct training immediately, they did not prepare back-home plans. However, during PTW 2, four Project Directors were asked to describe plans for their project team to undertake when they returned to the project. Two directors had no plans. For one, follow-up was contingent on additional funding from Teacher Corps while the other was waiting until the Program Development Specialist could be involved. The third Project Director was hoping to be able to get the team together prior to the beginning of school for a debriefing. At that time, they would determine what they want or need to further team building. The fourth plans to use the team to decide who would replicate activities, when and how.

The Network Executive Secretary planned to bring representatives from the projects together at a later date. The purpose of this session would be to determine how the PTW program might be used or replicated at local sites.

On the Post-Program Reactionaire, PTW 2 participants were asked to assess the extent to which their local project team had or would function together. On a five-point scale (3-neutral, 5-highest), participants rated seven statements concerning team functioning. The means and standard deviations for all participants and for the various role groups in PTW 2 are included in Table 61.

TABLE 61

Participant Assessment of Team Development - PTW 2

Variable	Teacher		Principal		Professor		Teacher Corps Staff		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Our team is likely to work together in the future using what we have learned.	4.05	0.97	4.00	1.41	4.13	0.84	4.50	0.58	3.93	1.18
Our team has developed plans to conduct in-service training when we return home.	3.26	1.20	3.75	1.89	3.13	1.55	3.50	1.00	3.33	1.43
Our team came to this workshop with the commitment to work together in the future.	3.47	1.35	4.50	1.00	3.25	0.89	4.25	0.50	3.51	1.26
Our team is planning to meet in the future with other teams that attended this workshop	3.11	1.05	4.00	0.82	2.50	0.93	2.75	1.26	3.00	1.18
The Network should schedule future sessions for these teams.	4.16	0.83	3.25	1.71	3.63	1.51	4.50	0.58	3.72	1.35
I feel that I am prepared to train teachers in organization theory and in analysis of schools as organizations.	2.68	1.42	4.00	0.82	3.88	1.46	3.75	0.50	3.05	1.46

The range of mean ratings for PTW 2 participants was from 3.00--our team is planning to meet with other teams in the future, to 3.9?--our team is likely to work together in the future.

Participants believed the Network should schedule further training (3.72) and that their teams came to PTW committed to work together in the future.

They were only neutral (3.05) in response to the statement, I feel that I am prepared to train teachers in organization theory and in analysis of schools as organizations. This rating was due primarily to the low rating (2.68) of this statement by teachers, with other role groups feeling more secure (4.00, 3.88, and 3.75).

Conclusions Concerning Closing and Following-Up

Neither PTW devoted much time and resources to closing or following-up for the PTWs. Since little was known to projects ahead of the workshop, they had taken little time to consider the application of the PTW experience. In neither workshop was session time specifically devoted to the preparation of plans for inservice programs, however, some project teams did do so on their own. Teams at both PTWs indicated they would work together in the future using PTW ideas, and they would welcome similar workshop opportunities in the future. Teams at PTW 1 felt they would conduct inservice training in organization theory, but participants in both programs felt that they were not yet fully prepared to function as a training team.

Recommendations Concerning Closing and Following-Up

During the workshops, sessions should be devoted to planning for back-home application or use of materials and ideas presented. This is possible only if the program's objectives are clear and participants know what their future roles might be. Project teams need earlier involvement in workshop planning if they are to direct their attention to the workshop's back-home application.

A critical element missing in the PTWs was the lack of forward support planning. The site must be ready to receive workshop participants after they have been trained. To do so adequately, this planning should begin prior to the workshop. Teacher Corps should endeavor to communicate with project staff (and projects with their own sub-systems), to ensure that support for the intended program exists among key groups at home. They should also anticipate the need for follow-up sessions if the learning is to be retained and if teams are expected to be responsible for the design and delivery of training programs in the study of organizations.

PART V

PERCEIVED OUTCOMES

PERCEIVED OUTCOMES

Perception of the importance of outcomes or objectives by participants provides one perspective on the PTWs. The question explored in this part of the study was:

WHAT OUTCOMES WERE PERCEIVED AS MOST IMPORTANT BY PARTICIPANTS?

To assess participant perceptions, nineteen questions were asked in the pre-assessment and again on the post-assessment in the instrument, Perceptions of PTW. A copy of that instrument is found in Appendix C. Each item described a potential outcome for PTW which participants could perceive as important or not. The nineteen outcomes related to outcomes of a personal nature (relaxation, financial, or self-development), interpersonal nature (general interpersonal relations with others, multicultural relations), concept development (related to the Teacher Corps Program, concepts of organizational theory), and application of concepts.

For each statement within these four categories of outcomes and their seven sub-categories, participants rated their perceptions on a five-point scale. A rating of 1 = not important, 2 = somewhat important, 3 = important, 4 = quite important, and 5 = extremely important.

PTW 1: Participant Perceptions of Outcomes

Table 62 includes means and standard deviations for participants' perceptions of the outcomes of PTW 1. Both pre- and post-workshop ratings are included so that changes in perceptions can be compared.

TABLE 62

Participant Perceived Outcomes - PTW 1

Variable	Pre		Post		Mean
	Mean	S.D.	Mean	S.D.	Change
Personal	2.80	1.44	3.24	1.25	.44*
Relaxation	2.51	1.19	3.08	1.31	.57*
Financial	1.88	1.07	2.40	1.30	.52*
Staff Development	3.18	1.30	3.53	1.21	.35
Interpersonal	3.16	1.23	3.87	1.08	.71**
General	3.42	1.22	4.11	1.03	.69**
Multicultural	2.91	1.24	3.63	1.13	.73**
Concept Development	3.82	1.16	3.85	1.08	.03
Teacher Corps	3.51	1.29	3.71	1.27	.20
Organization	3.92	1.02	3.92	1.01	.00
Application of Concepts	4.17	.96	3.95	1.02	-.22

*Significant at $p < .05$
**Significant at $p < .01$

A rating of 3 indicated an important outcome; means less than 3.00 signaled outcomes perceived less important by participants. On the pre-test, these included relaxation, financial, and multicultural. Application of concepts was rated highest on the pre-test and second highest on the post-test. The greatest changes in perceptions of outcomes occurred in the interpersonal area, with significant changes at $p < .01$ in both general and multicultural areas.

Results from the post-PTW assessment were analyzed further by role groups. These data are found in Table 63.

TABLE 63

Particiant Perceived Outcomes - PTW 1
(Post-test)

Variable	Means				
	Teachers (N=32)	Principals (N=5)	Professors (N=14)	Teacher Corps Staff (N=18)	Total (N=72)
Personal	3.47	3.20	2.92	3.17	3.24
Relaxation	3.28	2.70	2.90	3.00	3.08
Financial	2.34	1.60	2.86	2.33	2.40
Staff Development	3.84	3.85	2.95	3.46	3.53
Interpersonal	3.99	4.00	4.00	3.58	3.87
General	4.20	4.07	4.17	3.94	4.11
Multicultural	3.77	3.93	3.83	3.21	3.63
Concept Development	3.97	4.00	3.91	3.48	3.85
Teacher Corps	3.97	4.20	3.93	2.89	3.71
Organization	3.97	3.90	3.90	3.78	3.92
Application of Concepts	4.20	4.33	3.64	3.66	3.95

Application of Concepts was rated highest of all categories of outcomes, followed by Interpersonal and Concept Development. Principals rated all three areas highest of any role group while Teacher Corps staff tended to rate these areas lowest. Personal was the lowest rated category, and professors rated this area lowest while teachers rated it highest.

The distribution of sub test high and low ratings forms an interesting pattern.

Variable	High	Low
Relaxation	Teachers	Principals
Financial	Professors	Principals
Staff Development	Principals	Professors
General Interpersonal	Teachers	Teacher Crops Staff
Multicultural	Principals	Teacher Corps Staff
Teacher Corps	Principals	Teacher Corps Staff
Organizational Concepts	Principals	Teacher Corps Staff
Application of Concepts	Principals	Professors

Principals tended to rate outcomes higher than other role groups while Teacher Corps Staff rated them lower. Within each role gorup the pattern varied.

Role Group	Highest Rated Variable	Lowest Rated Variable
Teachers	Interpersonal-General and Application of Concepts (tie)	Financial
Principals	Application of Concepts	Financial
Professors	Interpersonal-General	Financial
Teacher Corps Staff	Interpersonal-General	Financial

PTW 2: Participant Perceptions of Outcomes

Participants' perceptions of the importance of outcomes or objectives of PTW 2 were probed prior to and at the end of the workshop. The questions upon which these data are based are listed in Appendix C (Perceptions of PTW), while data related to the scales and sub-scales are reported in the following table.

TABLE 64

Participant Perceived Outcomes - PTW 2

Variable	Pre Mean	Pre S.D.	Post Mean	Post S.D.	Mean Change
Personal	3.26	1.21	3.57	1.36	.31
Relaxation	3.08	1.13	3.69	1.26	.61
Financial	2.33	1.33	3.33	1.25	1.00**
Self-Development	3.50	1.22	3.57	1.45	.07
Interpersonal	3.78	1.03	3.91	1.06	.31
General	3.79	.97	3.92	1.06	.13
Multicultural	3.78	1.10	3.91	1.07	.13
Concept Development	3.92	1.09	3.74	1.12	-.18
Teacher Corps	3.71	1.10	3.49	.91	-.22
Organization	3.99	1.08	3.86	1.19	.13
Application of Concepts	4.01	1.09	3.70	1.27	-.31

*Significant at $p < .05$
**Significant at $p < .01$

$t = .705$

A rating of 3 by participants indicated an important outcome; mean ratings of less than this suggested less important objectives. Only one subscale, financial, was rated less than 3.00 on the pre-test. The highest rated areas on the pre-test were application of concepts (4.01), concept development (3.99), and general interpersonal (3.79), and multicultural interpersonal (3.78). There were statistically significant increases in the financial and relaxation sub-scales between pre- and post-test. Highest rated subscales on the post-test were general interpersonal (3.91), organizational concepts (3.86) and multicultural interpersonal (3.87).

Results from the post-PTW 2 program assessment were analyzed by role groups. These data are included in Table 65.

TABLE 65

Participant Perceived Outcomes - PTW 2 (Post-test)

Variable	Means				
	Teachers (N = 19)	Principals (N = 4)	Profesors (N = 8)	Teacher Corps Staff (N = 4)	Total (N = 43)
Personal	3.70	4.11	2.77	4.21	3.57
Relaxation	3.63	4.38	3.32	4.38	3.69
Financial	3.47	3.75	3.25	3.75	3.33
Staff Development	3.78	4.06	2.38	4.25	3.57
Interpersonal	3.98	4.25	3.24	4.25	3.91
General	3.95	4.33	3.17	4.58	3.92
Multicultural	4.00	4.17	3.30	3.92	3.91
Concept Development	3.72	3.83	3.09	4.50	3.74
Teacher Corps	3.47	3.75	3.13	4.25	3.49
Organization	3.85	3.88	3.07	4.63	3.86
Application of Concepts	3.65	4.33	2.96	4.58	3.70

Teacher Corps staff rated each of the major categories highest of the four role groups while professors consistently rated each category lowest. Patterns of highest and lowest mean assessment of outcomes for sub-categories are shown below.

Variable	High	Low
Relaxation	Principals, Teacher Staff (tie)	Professors
Financial	Principals, Teacher Staff (tie)	Professors
Staff Development	Teacher Corps Staff	Professors
General-Interpersonal	Teacher Corps Staff	Professors
Multicultural	Principals	Professors
Teacher Corps	Teacher Corps Staff	Professors
Organizational Concepts	Teacher Corps Staff	Professors
Application of Concepts	Teacher Corps Staff	Professors

Professors rated outcomes lowest on all sub-categories while principals and Teacher Corps staff rated outcomes highest. When sub-categories were analyzed in terms of which were highest and which were lowest for each role group, the following pattern emerged.

Role Group	Highest Rated Variable	Lowest Rated Variable
Teachers	Multicultural	Financial, Teacher Corps (tie)
Principals	Relaxation	Financial, Teacher Corps (tie)
Professors	Relaxation	Staff Development
Teacher Corps Staff	Organizational Concepts	Financial

Conclusions Concerning Perceptions of PTW Outcomes

Participants in both workshops rated the interpersonal variable as the most important outcome of the experience in Baltimore and Austin. In Baltimore, the second highest rated variable was application of organizational concepts followed by development of organizational concepts. In Austin, the second highest rated outcome was the multicultural experience and third was the development of organizational concepts. For PTW 1 participants, the greatest change in the importance of outcomes before and after the workshop was general interpersonal growth, while in PTW 2, the greatest change occurred in the perception of the increased importance of financial reward. Overall, the highest ratings for PTW 1 were offered by principals and the lowest by Teacher Corps staff. At PTW 2, the highest ratings were received from Teacher Corps staff and the lowest from university faculty members.

Recommendations Concerning Anticipation of Outcomes of PTWs

It is evident by examining participants' perceptions of PTWs that role group representatives came to the workshops with differing expectations and perceived the importance of various outcomes differently when the program ended. Future workshops should take into consideration these differing expectations and the diverse needs that motivate them. Early in the program, staff should discuss expectations and should be prepared to allow groups and individuals to pursue more individualized courses of study while encouraging adherence to general goals. Where role group needs are found to differ substantially from one another, it may be appropriate to consider several separate workshops instead of one program for all participants in a project. While diversity in roles and backgrounds of participants is desirable, the range of needs may be better met by focusing on fewer role groups during a single workshop. Moreover, regardless of design or composition of participant groups, planners should assume that the acquisition of skill and knowledge, as well as interpersonal and, to a lesser degree, personal growth will all be important to participants.

PART VI

SUGGESTIONS FOR CONSIDERATION

SUGGESTIONS FOR CONSIDERATION

Teacher Corps' Pilot Trainer Workshops represent one of several projects intended to promote the study of organizations among educators and more specifically, among teachers. The experience of the PTWs suggests that members from diverse roles in education are positive about the content and its appropriateness to their work in schools, and that they value the opportunity to pursue with colleagues the study of organizations. Furthermore, assessments of Teacher Corps' three Corpsmember Training Institutes (CMTI: 1975 - 1977) confirm the interest in and appropriateness of the study of organizations for Interns and Team Leaders. Out of these training efforts, a significant amount of literature on schools and organizational concepts has emerged.

> *Suggestion: Build future activities from the base of materials and activities developed previously. Avoid encouraging entirely new training activities which result in "reinvention" of programs.*

If Teacher Corps electes to continue supporting workshops on organizations which evolve out of past experience, then it will be necessary to engage training personnel who are familiar with the existing materials and activities or who are committed to their use. Less experienced co-trainers and other resource personnel could also be used to steadily build a trainer cadre that could be available to local sites after the initial training activity has ended.

> *Suggestion: Contract with an experienced training staff committed to the objectives, materials, and activities that Teacher Corps wishes to see delivered. Avoid contracting with personnel who are inexperienced or are committed to objectives or materials which prevent support of acivities found to be effective in Teacher Corps' previous programs.*

Of course, this suggestion is not meant to imply that the ideal workshop design has been found. Teacher Corps has not always been clear as to the purposes for the training programs, and the objectives of the different workshops and institutes have constantly been altered or modified. What, in fact is Teacher Corps purpose for conducting workshops on organizations?

- *Is the purpose training?*

  Training activities are experiences provided to personnel who are expected to improve or alter their own behavior within the context of the present job. Training *provides specific knowledge, skills, and attitudes that the trainee will be expected to use immediately in his/her role with Teacher Corps.*

- *Is the purpose education?*

  Educational activities are designed to provide the learner with knowledge, skills and attitudes that will be a necessary part of the job he or she is to do in a new role or position assignment in the near future. The learner is assumed not to be fully familiar with the new position, so the experience will include content from which he/she will draw and apply at a later date. Some follow-up or reinforcement is necessary to ensure that the learning is not lost before the job or role change occurs.

- *Is the purpose development?*

  Developmental activities are exposure to knowledge and attitudes that are intended to influence the future direction of an institution or organization. Typically geared to top management personnel, (e.g., deans, superintendents, in-service coordinators, department heads, Project Directors, Network Executive Secretaries) and others involved in long-term growth process, the impact is expected to result in new policy and in long-range plans for institutional change.

Does Teacher Corps intend to accomplish one or more of these purposes through it's learning activities? Can more than one purpose be achieved with a single strategy?

Suggestion: *Teacher Corps should identify its purpose or purposes for encouraging its personnel to study organizations.*

When the program's purpose or purposes are defined, it becomes easier to identify the appropriate learning audiences and to select applicable content from existing options. For example:

Purpose	Audience	Content
Training	1. Interns, beginning teachers, parents, community representatives with support team members from project, school administration and IHE.	1. Basic organization concepts and identification of those concepts as they operate in classrooms, schools and communities.

Purpose	Audience	Content
Training	2. School administrators, project staff, experienced teachers, community agency administrators with support team members from IHE.	2. Organization concepts and theories and the analysis of schools and communities as social organizations.
Education	3. School administrators, inservice coordinators, preservice teacher educators, curriculum personnel, project staff with support team members from school staffs and community.	3. Organization concepts and theories and the analysis of schools and communities with focus on curriculum design/adaptation.
Development	4. Deans, department heads, inservice coordinators, school board representatives, school administrators with support team members from school staffs and the community.	4. Strategies for institutionalization of the study of organizations within preservice and inservice programs.

Suggestion: Identify the purpose or purposes for the study of organizations and identify audiences and content.

When the purpose, audiences, and content of future learning activities have been defined, the question of workshop format can be addressed. Depending on these factors, different formats can be described which vary in length, type of instructional staff needed, expected outcomes, participant recruitment procedures and the like.

Suggestion: Consider designing and implementing a series of workshops which differ in format to achieve varying purposes.

Regardless of the program formats that are selected, it is essential that instruction be conducted according to sound adult education principles. Experts in content are not always skilled in process, and it is crucial that both content and process personnel conduct future training, education or development activities. Key principles of adult learning include utilizing the experience of participants, providing self-directed learning, offering a problem-centered curriculum (as opposed to a subject-centered curriculum), and recognizing the need of participants to be able to apply what they learn.

Suggestion: Weigh future program proposals against sound principles of adult learning.

To date, Teacher Corps has made a substantial contribution to the development of a curriculum for the study of organizations. The above suggestions are intended to encourage further efforts toward the improvement of programs for teacher education.

As part of its legislative responsibility to Interns, teachers, teacher aides, and school administrators; and to low-income communities, school districts and institutions of higher education, Teacher Corps has and will continue to help educators increase their effectiveness in their roles in increasingly complex educational organizations.

APPENDIX A

TEACHER CORPS MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Teacher Corps

May 24, 1977

MEMORANDUM

TO: Members and Executive Secretaries
Texas Network
Mid-Atlantic Network

FROM: Dr. William L. Smith
Director
Teacher Corps

SUBJECT: Pilot Trainer Workshops

There has been some excitement generated over the Regional/State CMTI like activities. Many of you have questions and concerns regarding these Pilot Trainer Workshops. First of all, we are negotiating with a contractor whose contract includes the Teacher Workshops as well as CMTI and the National Conference.

A meeting was held on May 12 with representatives from each of your networks to discuss next steps in the planning process. I would like to outline for you some operating principles to guide the development of the workshops.

1. Content - The content area for each workshop will be Organization Theory with an emphasis on the school as an organization. The materials that have been developed over the past two years in this area - especially Perscriptive on Organization (Vol I, II and III) will be used in the workshops. The primary purposes of the workshop are to introduce organization theory to teachers and to field test these materials with a new learning audience.

2. Format of Workshops - Each of the pilot workshops will have an Instructional faculty responsible for providing training at the workshops to a team of trainers from each of the 11th and 12th cycle projects in the networks. The instructional faculty will be drawn primarily from the institutions within the networks. The team of trainers from each of the projects will be as follows:

A. Principal or Site Coordinator from project school

-OR-

LEA Inservice Coordinator - A person from the LEA with some responsibility for the inservice training program.

Each Network will assure that there is a mixture of these two roles in attendance.

B. A faculty member from the IHE who is from the School of Business Administration or from the School of Management and who has done some work in the area of Organization Theory.

C. A faculty member from the IHE - School of Education - Department of Administration - or other department - who has some interest or expertise in Organization Theory.

D. A faculty member from the IHE - School of Education who has some responsibility for clinical supervision of pre-service or in-service teachers.

E. Three classroom teachers from each 12th cycle project

-and-

two teachers and the team leaders from each 11th cycle projects. (Teachers should be selected from the project school and should have potential as trainers).

F. The Project Director can be added as a member of the team at the director's option. The attendance of the director will be at the expense of the project.

This local team of trainers will be responsible for the initiation of training workshops at each local site for the teachers within the project school.

3. Design of the Workshops - The overall responsibility for the Pilot workshops is of course, with the contractor. The workshops will, however, be planned and executed primarily by the two Networks. The planning committee from the Network will consist of the Executive Secretary and one or two directors. The planning will be done collaboratively with the contractor and the Networks, and will include close involvement with CMTI planning.

4. Outcomes - The team of local trainers in attendance at the Workshops will have the responsibility for the initiation of training in the organization concepts presented at the workshops for the remainder of the teachers in the project school. This is seen as a future activity at each of the project sites to be planned and implemented locally. Therefore, the workshops should be designed to fulfill this outcome. A team plan should be developed at the workshop for the coordination of this training. Additionally the team should develop a plan for achieving a specific local educational objective

utilizing sound organizational concepts.

5. Documentation and Data Collection - First, the Teacher Workshops will be documented for the purpose of possible replication. The documentation will be carried out by documentors, jointly appointed by the Networks and the contractor. There will be a written document produced which covers the planning and implementation of the Workshops. There is no anticipation of a filmed documentation of the Workshops.

   Second, data collection for the purpose of looking at policy implications will be the responsibility of the contractor and personnel will be selected by the contractor to carry out this activity.

6. Relationship to the Contractor - The contractor has negotiated a budget for each of the Pilot Workshops. These budget figures will be shared with the Networks. There will be no formal subcontract with the Networks. A process for the submission of bills will be worked out with the contractor.

   Cost for planning, travel for participants and on site participant cost are all included in the contract. In addition, a payment of $50. per day per person will be paid to each of the participants at the workshops.

7. Site - The site for the Network workshops will be selected jointly by the contractor and the Networks. The Networks should explore potential sites - both within the boundaries of the Network and the continental U.S. These alternative sites should be presented to the contractor as soon as it is feasible.

8. Dates: The dates for the Workshops are as follows:

   Mid Atlantic - July 13-22
   Texas - July 20-29

I hope this memorandum answers your early questions regarding the Workshops and that the meeting will serve to work out more details. I know we will be able to put together the best and most productive Workshops possible.

APPENDIX B

DATA COLLECTION QUESTIONS ON WHICH DESIGN IS BASED

I. PLANNING

A. Goals and Objectives

	Question	How answered	By whom	When
1.	Who is the design team? Describe.	Interview	Instr. Coordinator	During
2.	What are the stated objectives?	Print	D.C.	During
3.	How were they set?	Interview	Instr. Coordinator	During
4.	By whom?	Interview	Instr. Coordinator	During
5.	When?	Interview	Instr. Coordinator	During
6.	Using what input/data?	Interview	Instr. Coordinator	During
7.	Are there system or management objectives? What are they?	Interview/Print	Instr. Coordinator, D.C.	During
8.	What are the unstates objectives, if any?	Observation, Interview	Staff, D.C.	During
9.	Did instructors provide an opportunity for participants to participate in instructional planning? How?	Interview	Staff	During

B. Membership Selection

1.	Who is on staff?	Demographic Instrument	Staff	Pre
2.	How and by whom were they selected?	Interview	Instr. Coordinator	During
3.	When?	Interview	Instr. Coordinator	During
4.	What were selection criteria?	Interview	Instr. Coordinator	During
5.	Why do they think they were selected?	Instrument	Staff	Pre
6.	Who employed staff? To whom do they feel responsible?	Instrument	Staff	Pre
7.	Who are participants?	Demographic Instrument	Participant	Pre
8.	How and by whom were they selected?	Interview	Instr. Coordinator/ Project Director	Pre
9.	When?	Interview	Instr. Coordinator/ Project Director	Pre
10.	What were selection criteria?	Interview	Instr. Coordinator/ Project Director	Pre
11.	Why do they think they were selected?	Instrument	Participant	Pre

C. Norm Specification

1.	Did planners specify norms?	Interview	Instr. Coordinator, Planners	During
2.	What are they?	Print	D.C.	During
3.	How were they determined?	Interview	Instr. Coordinator	During
4.	By whom?	Interview	Instr. Coordinator	During
5.	What norms were implicit in the planning process?	Print	D.C.	Pre, During

D. Communication and Feedback Systems

1.	What systems were planned?	Interview	Instr. Coordinator	During
2.	What are they?	Print/Interview	Instr. Coordinator	During
3.	Will Temporary System Communicate with Permanent System? How?	Interview	Instr. Coordinator, Project Directors	During, Pre
4.	Have Project Directors been involved in planning? How?	Interview	Project Directors	During

E. Time and Territory Choices

1. How were # days and dates established? By Whom?	Interview	Network Secretary	During
2. How was the site selected?	Interview	Network Secretary	During
3. What criteria were used?	Interview	Network Secretary	During
4. Who selected the site?	Interview	Network Secretary	During
5. What facilities are available?	Interview or Observation	D.C.	During
6. What supports/services will site provide PTW?	Interview	Instr. Coordinator	During
7. What link is there between TC/PTW and site?	Interview	Network Secretary	During

F. Resource and Resource Allocation

1. What % of budget was expended on staff, materials/supplies, travel site, etc.?	Interview	Network Secretary	During
2. How were allocation decisions made? By whom?	Interview	Network Secretary	During
3. What materials were ordered? Supplies By whom? When?	Interview	Instr. Coordinator	During
4. What materials, if any, were developed especially for PTW?	Interview	Instr. Coordinator	During

G. Macro Design

1. Is there a macro design? What does it contain?	Print	Instr. Coordinator	During
2. Who prepared the design and when?	Interview	Instr. Coordinator	During
3. How open is the design for staff and participant input?	Observation	D.C.	During

H. Constraint Analysis

1. What constraints or problems did planning team anticipate and address during planing? What actions were taken?	Interview	Instr. Coordinator, Planners	Pre, During
2. What problems occurred that were not anticipated? Were they resolved?	Interview	Instr. Coordinator	Post

I. Pre-System Communication

1.	What information was sent to participants? When?	Interview/Print	Instr. Coordinator	Pre
2.	What data was received from participants? When?	Interview/Print	Instr. Coordinator	Pre
3.	Was the data used? For what?	Interview	Instr. Coordinator	Pre
4.	What information was sent to staff? When?	Interview	Instr. Coordinator	Pre
5.	What data was received from staff? When?	Interview	Instr. Coordinator	Pre
6.	What norms are implied in the communications?	Observation	D.C.	During
7.	What is the content of the communication?	Observation	D.C.	Pre

II. BUILDING

A. Acquaintanceship

1.	What strategies are used to bring staff "on-board?"	Interview	Staff Instr. Coordinator	During
2.	How, when, where are staff trained?	Interview	Instr. Coordinator	During
3.	How are participants brought into the system?	Observation	D.C.	During Days 1-2

B. Resources

1.	What are the instructional resources (Prescribed)?	Observation	D.C.	During
2.	Who are human resources (Consultants)?	Observation	D.C.	During
3.	How are resources distributed to staff and participants?	Observation	D.C.	During
4.	Are resources (skills) of participants identified and utilized?	Interview	Staff	During
5.	What material resources do instructional staff bring and use?	Interview	Staff	During

C. Goal Redefinition

1. Are objectives shared with participants? How and when?	Interview	Staff	During
2. Are objectives changed? How, why, by whom, when?	Observation, Interview	D.C. Staff	During (Post)

D. Role Definition

1. What are expectations of participants?	Questionnaire	Participants	Pre-Post
2. How do givens of the instructional design affect role definition?	Observation	D.C.	During
3. What are the roles played by various system members?	Observation	D.C.	During

E. Norm Formation

1. What norms get established? How?	Observation	D.C.	During

F. Governance/Management Structure

1. What are governance systems?	Observation	D.C.	During
2. How are they developed?	Observation	D.C.	During
3. How do participants and staff get involved in decision-making?	Observation, Interview	D.C., Staff, Participant	During

III. OPERATING

A. Micro Designs

1. Who is responsible for daily session designs? How are they prepared?	Interview	Staff	During
2. What are the designs?	Print, Observation, Interview	Staff, D.C.	During
3. What instructional techniques are used? What activities?	Observation	D.C.	During
4. How much time is spent on achieving each objective? Other unstated objectives?	Observation, Questionnaire	D.C. Staff	During Post
5. How do participants perceive the appropriateness of the objectives and the instruction?	Questionnaire	Participant	Post
6. What recommendations do staff have concerning instructional design?	Questionnaire	Staff	Post

B. Work Groups

1. What are work groups? Size, composition	Interview, Observation	Staff, D.C.	During
2. How do work groups get formed? Using what criteria?	Interview	Staff, Instr. Coordinator	During
3. Do they change or remain constant? If they change, when and how?	Interview, Observation	Staff, D.C.	During
4. How much time is spent in home teams?	Interview, Observation	Staff, D.C.	During
5. How does home team get built, how does it function during the PTW? Time? Activities?	Observation Interview	Staff, D.C. Participants	During

C. Conflict

1. What are subjects of conflict between what role groups or work groups does conflict occur?	Observation	D.C.	During
2. How is conflict resolved?	Observation	D.C.	During

D. Recreation

1.	How much time is scheduled for recreation?	Print	D.C.	During
2.	What facilities are available? Are they used?	Observation	D.C.	During
3.	How are social activities planned or are they left to participants?	Observation,	D.C.	During

IV. CLOSING

A. Forward Action Planning

1.	What plans do participants develop for application back home?	Observation, Questionnaire	D.C. Participant	During, Post
2.	How do teams plan to funcion back home?	Questionnaire	Participant	Post

B. Forward Support Planning

1. Has the permanent system planned for using the team attending the PTW? If so, how?	Interview	Project Directors	Post
2. Is the project prepared to use the information and skill brought back by the project team?	Interview	Project Directors	Post

C. Forward Network Planning

1.	Will teams have access to one another after the PTW? How? When?	Interview	Network Secretary Participant	Post
2.	Is this access desirable?	Questionnaire	Participant	Post

D. Evaluation

1. What pre-, mid-, post-PTW data are collected by the network from staff or participants?	Interview	Instr. Coordinator	Post
2. What data will be collected as follow-up?	Interview	Instr. Coordinator	Post

V. FOLLOWING-UP

A. Network

1. Does the Network plan to follow-up on the PTWs? How?	Interview	Network Secretary	During, Post
2. Who is involved in the follow-up plan?	Interview	Network Secretary	During, Post

B. Project

1. Does the local project follow-up on the PTW? How?	Interview	Project Director	Post, Follow-up
2. How do participants and teams apply wht they learned to the back-home situation?	Questionnaire	Participant	Post, Follow-up

APPENDIX C

DATA COLLECTION INSTRUMENTS

STAFF VITA

1. Who is on the staff?

   A. Name ____________________

   B. Teacher Corps Project with which you are affiliated, if any

   ____

   Role ____________________

   C. City and State in which you reside ____________________

   D. Business Address ____________________

   ____

   ____

E. Business Phone ____________________

F. Colleges and Universities attended

School	Degree Received	Major Field

G. Current title, employer, description of duties in 1977-78.

Title____

Employer:______________________________________

Duties:____

____

H. What background or experiences have you had in organization theory?

I. What background or experience have you had in multicultural education?

J. What background or experience have you had in training design?

K. What background or experience have you had in group process training?

L. Other than current job, have you had experiences with Teacher Corps in the past? If yes, please describe. YES____ NO____

5. Why do you think you were selected as a staff member?

6. Who employed you?

To whom do you feel you are responsible in carrying out your role here?

Reactions

- To this time (as the PTW begins) what are the major strengths of the PTW planning and initial implementation procedures and processes?

- To this time, what are the major weaknesses of the PTW planning and initial implementation procedures and processes?

- What recommendations would you make to PTW organizers next year to improve these processes?

PARTICIPANT VITA

7. Who are participants?

A. ______________________________________
(Last name) (First) (Middle)

B. Teacher Corps Project ______________________

C. Home Address ______________________________
(Number and Street) (Apt. No.)

____
(City) (State) (Zip Code)

D. Home Phone ______________________________
(Area Code) (Telephone Number)

E. Business Address ______________________________

____

____

F. Business Phone ______________________________
(Area Code) (Telephone Number)

G. List Colleges and Universities Attended:

Name of School	Degree Received	Date	Major Field

H. Sex:

Male______ Female______

I. Age (check)

_____ 20-29 years

_____ 30-39 years

_____ 40-49 years

_____ 50 years or over

J. Race/ethnic group with which I identify______________________________

K. Title, employer and description of duties in 1977-1978.

Title:____

Employer:____

Description of responsibilities:

L. Identify your Teacher Corps Role for 1977-1978, if any.

M. Each person brings to the PTW expertise in one or more areas. Please list and describe these areas. (E.g., special ed., teaching, facilitating groups, etc.)

N. What background or experiences have you had which are related to organizational theory or practice? Please describe these.

O. What background or experiences have you had in multicultural education?

P. What experiences have you had with Teacher Corps (intern, project director, consultant, etc.)? Please be specific, giving areas of responsibilities, locations, dates.

We are interested in the processes used in selecting participants.

Q. Why do you think you were asked to attend PTW?

R. Who was involved in the decision to invite you, and in your decision to attend?

S. To this time (as the PTW begins) what are the major strengths of the PTW planning and initial implementation procedures and processes?

T. To this time, what are the major weaknesses of the PTW planning and initial implementation procedures and processes?

U. What recommendations would you make to PTW organizers next year to improve these processes?

PRE-PROGRAM REACTIONAIRE

Prior to beginning the PTW, we are asking you to complete the following reactionaire. The purpose of this activity is to document the reactions of participants to the various experiences and possible outcomes of the PTW. A second reactionaire will be administered at the end of the program.

The data will be used to describe the group's progress and impressions. No data will be reported on individuals nor on individual projects. Your responses will be kept in strictest confidence.

First, on the attached answer sheet enter under school the name of the university or college with which your Teacher Corps project is affiliated. Under city, record the location of that college or university. Under instructor write Mid-Atlantic or Texas as appropriate. It is not necessary to complete any other descriptive information.

This instrument has several parts. Read the directions for each part, then blacken the appropriate space on the answer sheet. (Use pencil.) Please respond accurately and honestly to each item. Please complete all items.

Thank you for your contributions.

ROLE GROUP

Please darken the space that corresponds to the role group which you represent. Darken E (none of the above) in items where your role group is not listed.

1. My role at this PTW is:

   A. Elementary Teacher
   B. Secondary Teacher
   C. Elementary Principal
   D. Secondary Principal
   E. None of the above

2. My role at this PTW is:

   A. Professor of Teacher Education
   B. Professor of Educational Administration
   C. Professor of Organization Theory
   D. Program Development Specialist
   E. None of the above

3. My role at this PTW is:

   A. Project Director, Teacher Corps
   B. Assistant or Deputy Director, Teacher Corps
   C. Community Coordinator
   D. Team Leader
   E. None of the above

If your role is not listed in items 1-3, please record your role on the top of the answer sheet.

PERCEPTIONS OF PTW

Listed below are several potential outcomes of the PTW. Some are more important to you than others. Please rate them as you perceive their importance to you at this time. Blacken the corresponding space on the answer sheet.

A. Not important
B. Somewhat important
C. Important
D. Quite important
E. Extremely important

4. Increase my knowledge of Teacher Corps.
5. Become better acquainted with people from my local Teacher Corps project team.
6. Become more self-confident as a person.
7. Work more effectively with other people.
8. Gain skill as a trainer using PTW ideas.
9. Appreciate persons from other ethnic groups.
10. Meet and live with diverse people.
11. Clarify my educational goals and directions.
12. Improve my ability to identify and solve problems.
13. Increase my understanding of multicultural education.
14. Learn theories and concepts related to the study of organizations.
15. Apply new ideas learned at PTW in my work.
16. Enjoy the opportunity to travel and meet new people.
17. Know myself better.

18. Enjoy a change of pace from my regular routine.

19. Build a local project team that can work together in the future.

20. Understand major organizational structures of communities and schools.

21. Increase my skills as a change agent in educational organizations of which I am a part.

22. Receive an honorarium for participation.

NETWORK EXECUTIVE SECRETARY INTERVIEW

Date______________________________ Total Time______________________________

OPENER: What was your involvement, the Board's involvement, the project's involvement in planning PTW?

PART I: PLANNING (E. Time and Territory Choices)

1. How were days and dates established for the PTW? By whom?

2. How was the site selected? 3. What criteria were used? 4. Who selected this site?

7. What link, if any, exists between TC/PTW and the site?

PART I: PLANNING (F. Resource and Resource Allocation)

1. What % of the budget was expended on

   Staff__________________

   Materials_______________

   Supplies________________

   Travel__________________

   Site costs_______________

   __________ __________

   __________ __________

   __________ __________

2. How were decisions made concerning budget allocation? By whom?

PART IV: CLOSING (C. Forward Network Planning)

1. Will teams have access to one another after the PTW? How? When?

PART IV: CLOSING (D. Evaluation)

1. What pre-, mid-, post-data is collected by the Network form staff or participants?

2. What follow-up data will be collected?

PART V: FOLLOWING-UP (A. Network)

1. Does the Network plan to follow-up on the PTW? How?

2. Who will be involved in the follow-up planning?

Other Sourcs:

Interviewer:

INSTRUCTIONAL COORDINATOR INTERVIEW

Date________________________________ Total Time______________________

PART I: PLANNING (A. Goals and Objectives)

1. Who is on the design team (Names and affiliations)? How was the team formed? When did they begin? Time lines. Responsibilities. Relationships to Network, to Nebraska? Who from planning team is on the implementation team?

2. What are the stated objectives of the workshop? (Attach a copy)

3. How were the objectives set? 4. By whom? 5. When?

6. What data or inputs were used in setting the objectives (E.g., needs, assessment, advisory committees, CMTI documents)?

7. Are there system or management objectives? What are they? (Attach copy) What do you hope will happen as a result of the PTW?

PART I: PLANNING (B. Membership Selection)

2. How and by whom were staff selected? 3. When? 4. What selection criteria were used?

8. How and by whom were participants selected? 9. When? 10. What selection criteria were used?

PART I: PLANNING (C. Norms Specification)

1. Did planners specify norms? 2. What are the stated norms? (Attach copy) (How do you expect people to behave toward one another and toward program?)

3. How were the norms decided? 4. By whom?

PART I: PLANNING (D. Communications and Feedback Systems)

1. What communications and feedback systems were planned? 2. What are they?

3. Does the temporary system (PTW) plan to communicate with the permanent system (local projects)? How?

PART I: PLANNING (E. Time and Territory Choice)

6. What support services will the site provide to the temporary system? (E.g. housing, typewriters, meals, security, check cashing.)

PART I: PLANNING (F. Resource and Resource Allocation)

3. What materials and supplies were ordered for the PTW? By whom? When? (Cite bibliographic references)

4. What materials, if any, were developed especially for the PTW? (Attach copies or references)

PART I: PLANNING (G. Macro Design)

1. Is there a macro design? What does it contain? (Attach copy)

2. Who prepared the design? When?

PART I: PLANNING (H. Constraint Analysis)

1. What constraints or problems did you as a planning team anticipate and address during planning? Were actions taken to adjust to or solve problems? What actions?

2. What problems arose that were not anticipated? Were they resolved?

PART I: PLANNING (Pre-System Communication)

1. What information was sent to participants? When? (Attach copies)

2. What data was received from participants? When?

3. Was the data used? For what?

4. What information was sent to staff? When? (Attach copies)

5. What data was received from staff? When?

PART II: BUILDING (A. Acquaintanceship)

1. What strategies were used to bring staff "on board?"

2. How, when, where were staff trained?

2. How do work groups get formed? What criteria are used?

Other Sources:

Interviewer:

INSTRUCTIONAL STAFF INTERVIEW

Date________________________________ Total Time______________________

PART I: PLANNING (A. Goals and Objectives)

8. Were any objectives added to the instructional design by you or by participants in your group? (List objectives and state whether added by staff or participants)

9. Did you provide an opportunity for participants to participate in instructional planning? How?

PART II: BUILDING (A. Acquaintanceship)

1. How were you brought "on board?" How were you oriented or trained?

2. Was the training effective?

3. What suggestions would you make?

PART II: BUILDING (B. Resources)

4. Did you attempt to identify skill or material resources brought to the PTW by participants? If so, how were they used in the instructional design?

5. What material resources did you bring and use? (Include complete bibliographical reference.)

PART II: BUILDING (C. Goal Redefinition)

1. Did you share the objectives of the program with participants? How and when?

2. Did objectives get dropped or changed as the program evolved? How? When? By whom? Why?

PART II: BUILDING (F. Governance)

3. In what types of decisions were and are you involved? (Scheduling, instruction, logistics, living arrangement?) How were or are you involved? (E.g. informally, regular meetings)

PART III: OPERATING (A. Micro Designs)

1. Who is responsible for daily session designs? How are they prepared?

2. What are the designs? (Attach copies)

3. How much instructional time was spent on each stated objective? Unstated objectives? (List objectives and estimated hours spent)

Objectives	Activities	Time

PART III: OPERATING (B. Work Groups)

1. What are work groups like? Size, composition?

2. How formed?

3. Do they change daily or weekly? Or remain constant?

4. About how much time do participants spend working in project teams?

5. Have you designed or used specific activities for teams from the local projects? About how much time do participants spend working in their project teams? What activities do they do as a team?

Other Sources:

Interviewer:

PROJECT DIRECTORS INTERVIEW

Date______________________________ Total Time________________________

PART I: PLANNING (B. Membership Selection)

8. How were participants from your project selected? 9. When?

10. What were the selection criteria?

PART I: PLANNING (D. Communication and Feedback Systems)

3. How has or will information concerning the PTW be disseminated to other persons in your Teacher Corps project?

4. Have you been involved in the planning of the PTW? How?

PART IV: CLOSING (B. Forward Support Planning)

1. Have you planned or are you planning activities for the PTW team from your project which they will undertake when they return to the project? What activities?

2. What will you do (if anything) within your local project to prepare your project school for inservice in organizational theory? If no intention, what barriers to this type of inservice exist?

PART V: FOLLOWING-UP (B. Project)

1. At present, do you plan any structured follow-up to the PTW after you return home?

Other Sources:

Interviewer:

OBSR. ____________________

CKED. ____________________

PTW INSTRUCTIONAL OBSERVATION SCHEDULE

WKSHP ☐ (1)   DATE ☐☐ (2 3)   OBSR ☐ (4)   OBS# ☐☐ (5 6)

	I		P	OB.1	OB.2	OB.3	OB.4	Instructional Mode
7		8						Presentation
9		10						Demonstration
11		12						Discussion/Group Problem-Solving
13		14						Audiovisual
15		16						Role Play/Simulation/Gaming
17		18						Independent Activity
19		20						Group Planning/Organizing
21		22						Routine Managerial Tasks
23		24						Recreation/Unfoc. Disc./Free Time

25	☐	26	☐	27	☐	28	☐	Affective Climate
29	☐	30	☐	31	☐	32	☐	Communication
33	☐	34	☐	35	☐	36	☐	Participant Openness
37	☐	38	☐	39	☐	40	☐	Participant Initiative
41	☐	42	☐	43	☐	44	☐	Group Interpersonal Cohesiveness
45	☐	46	☐	47	☐	48	☐	Attending Behavior

☐☐	☐☐	☐☐	☐☐	Number Participants Observed
49 50	51 52	53 54	55 56	

	TOT	OB.1	OB.2	OB.3	OB.4	Organization
57						Total group with teacher
58						Small group with teacher
59						Individual with teacher
60						Structured groups without teacher
61						Free Groups
62						All participants as individuals

OBSERVER GUIDE

PTW INSTRUCTIONAL OBSERVATION SCHEDULE

Schedule of Observations

Each twenty-minute observation will be organized as follows:

4 minutes - Observation of Activities 1
1 minute - Complete recording of data for Observation 1
4 minutes - Observation of Activities 2
1 minute - Complete recording of data for Observation 2
4 minutes - Observation of Activities 3
1 minute - Complete recording of data for Observation 3
4 minutes - Observation of Activities 4
1 minute - Complete recording of data for Observation 4
5 minutes - Look over data sheet to ensure all data filled in
5 minutes - Travel to next Observation

Identification Data

WORKSHOP -- 1 - CMTI; 2 - PTW Mid-Atlantic; 3 - PTW Texas

DATE -- Date of month

OBSERVER -- Record your assigned number

OBSERVATION NO. -- Number consecutively your observations, beginning with 01, 02, throughout PTW.

Number of Participants

Record the number of persons, including instructors, who were present during the observation period. This is recorded for each of the four-minute observations.

Organization

During each four-minute observation, check the grouping pattern used in instruction.

> Total group with teacher--everyone in PTW is working with, listening to, or being directed by an instructor, consultant, or participant acting as instructor.
>
> Small group with teacher--a group smaller than total PTW with teacher as a directing force.
>
> Individual with teacher--one participant working directly with an instructor.
>
> Structured groups without teacher--a group smaller than total PTW working independently of an instructor but under his/her direction.
>
> Free groups--a group working at a task it has defined for itself which is independent of instructor influence. These could be relaxation periods, planning periods, or other such activities.
>
> All participants as individuals--reading, studying, or independently working or relaxing.

In a four-minute period, more than one of these activities can take place, thus an observer may mark more than one box because of activities at different time periods. Further, more than one can occur simultaneously; for example, small group with teacher often occurs with structured groups without teacher since the instructor is moving from group to group. Likewise, free groups may reflect group actions between activities.

Decision-Making

In temporary systems, the nature of decisioning is an important element. Describe any decisions made during the twenty-minute observation, then code the decisioning process using these codes:

1. One-person decision--the instructor, small group leader, or other person unilaterly makes a decision and announces it to the group.
2. Two-person decision--two persons decide what is to be done, either in the institute and in front of participants or outside formal sessions and announce to the group.
3. Polling--the leader asks participants , one at a time, what they would do or recommend related to a decision.
4. Voting--the group votes on the outcome of a decision.
5. Consensus--general agreement among participants as to what action to take.

Conflict Management

Describe any conflict situations that arise, the roles played by instructors and participants, and the outcome. Then code the processes used in the conflict using these descriptions:

1. Competing
2. Accommodating
3. Avoiding
4. Colloborating
5. Compromising

OBSR. ____________________

CKED. ____________________

PTW INSTRUCTIONAL OBSERVATION SCHEDULE

WKSHP ☐	DATE ☐☐	OBSR ☐	OBS# ☐☐
1	2 3	4	5 6

Qualitative Description. Describe as fully and completely as possible what occurred during the obvservation period. Include in the description three-four incidents that occurred. Include quotes when they add flavor to the description. Include setting, number and role group of participants, objectives of institution, organization, instructional activities, content, roles of instructor, roles of participants, affective climate, and essence of interaction. This description will be read independently of data previously recorded — attempt to capture the tone, content, participants, and processes so that a reader could fully understand what had occurred.

Content and Skills

Materials and Resources (complete bibliographic reference)

Decision-Making (1 - one-person decision; 2 - two-person decision; 3 - poling; 4 - voting; 5 - consensus)

Code	Decision

Conflict Management (1 - competing; 2 - accomodating; 3 - avoiding; 4 - collaborating; 5 - compromising)

Code	Conflict Situation, Roles, Outcome

Independent Activity. Reading, writing, or other learning activity engaged in independently by participants.

Group Planning/Organizing. Group determining procedures, practices to pursue; organizing tasks related to instruction; characterized by actual plans for an activity rather than discussion of educational concept or issue.

Routine Management Tasks. Housekeeping items, maintenance tasks, group management directions or tasks based on directions.

Recreation/Unfocused Discussion/Free Time. Morning break periods; free time between activities with several simultaneous conversations among participants; planned recreational activities.

Ratings of Climate

At the end of each four-minute observation, rate on a five-point scale the climate of the area being observed. The six scales are as follows:

Affective Climate

1	2	3	4	5
cool, tension, friction				warm, supportive congenial

Communication

1	2	3	4	5
difficult, strained				smooth, easy

Participant Openness

1	2	3	4	5
defensive, closed				receptive, open

Participant Initiative

1	2	3	4	5
passive, dependent cue seeking				active, autonomous, takes initiative

Group Interpersonal Cohesiveness

1	2	3	4	5
independent actions				tight, close group, teamwork

Attendng Behavior

1	2	3	4	5
not attending, not involved		attending		alert, enthusiastic

Observer____

DATA COLLECTOR'S ANNECDOTAL LOG FOR ENTRY, NORMS AND CONFLICT

(Observation)

ENTRY

As participants arrive and begin the instructional program, what activities do they engage in? (E.g. room assignment, roommate selection, getting materials, a lecture, socializing, being assigned to groups, opening exercises.)

NORMS

As the system develops, norms are formed. In temporary systems, people often adhere to the norms of egalitarianism (few titles, little rank), effortfulness (hard work, good attendance), rist-taking (taking chances with self and others), experimentation (trying new things), openness (giving and receiving feedback), goal orientation (working to achieve the program's objectives). In some temporary systems people maintain the norms of their permanent systems and do not adhere as much to temporary system norms.

At the end of each day, record any observations relating to the norms you observe. State the norm and the evidence that it is or is not guiding behavior in this system.

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Day 8

CONFLICT (Other than during instructional time.) Describe the incident, date, roles of persons involved, subject and outcome.

Observer ______________________________

FACILITIES DESCRIPTION

(Observation)

Please Describe:

A. Living quarters

B. Instructional space

C. Administrative space

D. Recreational Facilities (Also describe planned and scheduled recreational or social activities). Are facilities used?

Observer ______________________________

MATERIALS AND CONSULTANTS
(Observation)

Please list

A. Materials provided to staff by PTW (Print and media; bibliographic reference)

B. Materials provided to staff and participants by PTW (Bibliographic reference)

C. Consultants used by instructional staff during workshop. (Name, title, affiliation, area of expertise)

Observer ______________________________

GOVERNANCE/MANAGEMENT SYSTEMS
(Observation)

Please list

A. Regularly scheduled meetings (Type, frequency, membership). Are meetings open to others who are not official members?

B. Strategies used to form these groups. Why formed?

C. Strategies used by staff or participants to gain access to decision-making or to provide feedback to system (not scheduled). Who, when why?

Observer ______________________________________

GOVERNANCE/MANAGEMENT SYSTEMS

(Observation)

Please list

A. Regularly scheduled meetings (Type, frequency, membership). Are meetings open to others who are not official members?

B. Strategies used to form these groups. Why formed?

C. Strategies used by staff or participants to gain access to decision-making or to provide feedback to system (not scheduled). Who, when why?

PARTICIPANT EXIT FEEDBACK

Please check one.

___ Elementary Teacher
___ Secondary Teacher
___ Elementary Principal
___ Secondary Principal
___ Professor, Teacher Education
___ Professor, Educational Administration
___ Professor, Organization Theory
___ Community Coordinator
___ Program Development Specialist
___ Project Director, Teacher Corps
___ Assistant, Deputy Director, Teacher Corps
___ Team Leader
___ Other ______________________________

This training workshop was one of two pilot ventures this summer. Next year several will be sponsored by Teacher Corps throughout the country. Your candid assessment of this workshop is important to persons responsible for next year's programs.

1. What are your reactions and recommendations concerning the following:

   a. Content of the workshop?

      Strengths

      Weaknesses

      Recommendations

b. Governance/Management systems?

Strengths

Weaknesses

Recommendations

c. Communication and Feedback systems?

Strengths

Weaknesses

Recommendations

d. Instructional Strategies?

Strengths

Weaknesses

Recommendations

e. Instructional materials?

Strengths

Weaknesses

Recommendations

f. Team composition (from local projects)?

Strengths

Weaknesses

Recommendations

g. Faculty and Staff?

Strengths

Weaknesses

Recommendations

h. Facilities?

Strengths

Weaknesses

Recommendations

i. Other Recommendations?

2. As you look back on the experiences of the past ten days, what has been most relevant or useful to you?

STAFF EXIT FEEDBACK

What are your reactions and recommendations regarding the following:

a. Content of the workshop?

Strengths

Weaknesses

Recommendations

b. Governance/Management systems?

Strengths

Weaknesses

Recommendations

c. Communication and feedback systems?

Strengths

Weaknesses

Recommendations

d. Instructional strategies?

Strengths

Weaknesses

Recommendations

e. Instructional materials? What are the essentials?

Strengths

Weaknesses

Recommendations

f. Team composition (from local projects)? Do you feel the teams consist of persons/role representatives who can deliver inservice training in organization theory? Would you alter the team composition? How?

g. Faculty and staff?

Strength

Weaknesses

Recommendations

h. Facilities

Strengths

Weaknesses

Recommendations

i. Other Recommendations

3. What has been least relevant or useful?

POST-PROGRAM REACTIONAIRE

Please darken the space that corresponds to the role group which you represent. Darken E (none of the above) in items where your role group is not listed.

1. My role at the PTW IS:

   A. Elementary Teacher
   B. Secondary Teacher
   C. Elementary Principal
   D. Secondary Principal
   E. None of the above

2. My role at the PTW is:

   A. Professor of Teacher Education
   B. Professor of Educational Administration
   C. Professor Organization Theory
   D. Program Development Specialist
   E. None of the above

3. My role at the PTW is:

   A. Project Director, Teacher Corps
   B. Assistant, Deputy Director, Teacher Corps
   B. Community Coordinator
   D. Team Leader
   E. None of the above

If your role is not listed in items 1-3, please record your role on the top of the answer sheet.

REACTIONS

Please read the statements below and mark the position on the attached answer sheet which best expresses your feelings or opinions about PTW.

A - Strongly Disagree
B - Disagree
C - Neutral
D - Agree
E - Strongly Agree

4. Generally, PTW was a very good experience.

5. Print materials were readable and interesting.

6. The scope (coverage) of content included in PTW was not adequate.

7. Participants had adequate opportunities to communicate with and provide feedback to staff and faculty.

8. Activities were interesting and well designed.

9. Living accommodations were adequate.

10. I was not adequately involved in decisions that concerned me.

11. The faculty encouraged the development of new viewpoints and appreciations.

12. Many of the ideas, concepts, and content included in PTW were new to me.

13. More educational experiences should be organized this way.

14. I learn more when other methods of instruction are used.

15. A wider range of cultural groups should have been represented in PTW.

16. PTW increased my general knowledge and skills.

17. The faculty had a thorough knowledge of the subject matter being taught.

18. The content of PTW was not appropriate for me.

19. I was often confused by the procedures and processes used.

20. In the PTW, communication was open and people felt free to expres opininons and feelings.

21. The major role groups who could influence education at home were not included in the PTW.

22. PTW management supported the instructional program.

23. Recreation facilities were adequate.

24. Course materials were poor and inadequate.

25. The faculty seemed to be interested in participants as persons.

26. There was a good mix of media and materials.

27. The instructional space was appropriate to the requirements of the program.

28. The best mix of participants was involved in PTW.

29. I received adequate and helpful feedback from faculty.

30. I would recommend PTW to others.

PERCEPTIONS OF PTW

Listed below are several potential outcomes of PTW. Some are more important to you than others. Please rate them as you perceive their importance to you at this time. Blacken the corresponding space on the answer sheet.

A - Not important
B - Somewhat important
C - Important
D - Quite important
E - Extremely important

31. Increase my knowledge of Teacher Corps.

32. Become better acquainted with people from my local Teacher Corps team.

33. Become more self-confident as a person.

34. Work more effectively with other people.

35. Gain skill as a trainer using PTW ideas.

36. Appreciate persons from other ethnic groups.

37. Meet and live with diverse people.

38. Clarify my educational goals and directions.

39. Improve my ability to identify and solve problems.

40. Increase my understanding of multicultural education.

41. Learn theories and concepts related to the study of organizations.

42. Apply new ideas learned at PTW in my work.

43. Enjoy the opportunity to travel and meet new people.

44. Know myself better.

45. Enjoy a change of pace from my regular routine.

46. Build a local project team that can work together in the future.

47. Understand major organizational structures of communities and schools.

48. Increase my skills as a change agent in education organizations of which I am a part.

49. Receive an honorarium for participation.

FEELINGS ABOUT PTW

A climate or atmosphere develops when people work together as in the PTW. Read the pairs of words below and, using the scale A-E, decide how you feel at this time about PTW. Blacken the corresponding space on the answer sheet.

50.	ineffective	A____;	B____;	C____;	D____;	E____	effective
51.	active	A____;	B____;	C____;	D____;	E____	passive
52.	boring	A____;	B____;	C____;	D____;	E____	interesting
53.	valuable	A____;	B____;	C____;	D____;	E____	worthless
54.	organized	A____;	B____;	C____;	D____;	E____	unorganized
55.	closed	A____;	B____;	C____;	D____;	E____	open
56.	cooperative	A____;	B____;	C____;	D____;	E____	uncooperative
57.	routine	A____;	B____;	C____;	D____;	E____	experimental
58.	supportive	A____;	B____;	C____;	D____;	E____	not supportive
59.	unprofessional	A____;	B____;	C____;	D____;	E____	professional
60.	personal and warm	A____;	B____;	C____;	D____;	E____	impersonal and cold
61.	creative	A____;	B____;	C____;	D____;	E____	not creative
62.	rigid	A____;	B____;	C____;	D____;	E____	flexible
63.	feelings ignored	A____;	B____;	C____;	D____;	E____	feelings count
64.	stimulating	A____;	B____;	C____;	D____;	E____	dull
65.	innovative	A____;	B____;	C____;	D____;	E____	traditional
66.	hierarchical	A____;	B____;	C____;	D____;	E____	egalitarian
67.	goal oriented	A____;	B____;	C____;	D____;	E____	drifting

GROUP FUNCTIONING*

Think for a moment about your own position and feelings as a part of an instructional group(s) during the PTW. Read each item and blacken the space that indicates:

A - Strongly disagree
B - Disagree
C - Neutral
D - Agree
E - Strongly Agree

68. I felt free to say what I really wanted to say in the group.

69. I felt a sense of self-fulfillment as a member of the group.

70. I felt free to influence and be influenced in the group.

71. I trusted other group members.

---

*Adapted from M. Miles, Team Functioning

TEAM DEVELOPMENT

You came to this workshop along with others from the Teacher Corps project in your locale. Please indicate how you would appraise the experience with your team.

A - Strongly Disagree
B - Disagree
C - Neutral
D - Agree
E - Strongly Agree

72. Our team is likely to work together in the future using what we have learned.

73. Our team has developed plans to conduct inservice training when we return home.

74. Our team came to this workshop with the commitment to work together in the future.

75. Our team is planning to meet in the future with other teams that attended this workshop.

76. The Network should schedule future sessions for these items.

77. I feel that I am prepared to train teachers in organization theory and in analysis of schools as organizations.

78. You may feel that your team could be more effective if you added members or removed members. Please list types of persons whom you would add to or remove from the team. (E.g. add more teachers or reduce the number of teachers.)

APPENDIX D

PLANNING DOCUMENT: TEXAS NETWORK PTW

PLANNING DOCUMENT: TEXAS NETWORK PTW

Based on the observation that, nationally, the study of organizations as it applies to schools/communities/education has been neglected, the national Teacher Corps office decided that the content of the 1977 training workshops--PTWs and CMTI--would be organizational theory as it applies to education with regard to schools, communities, multicultural educations, and classrooms. The Texas PTW will deal with this body of content by presenting itself as a temporary organizational system for planning and analysis by the instructional team and workshop participants.

At this point in the workshop planning process, it will be the task of the instructional team to design workshop experiences in light of its existence as a temporary organizational system. In this regard, the following items should be considered:

In planning a temporary system, one should develop:

1. Short range goals that are clearly defined and achievable. Some preliminary short range goals which have been developed are:

    a. To introduce organizational theory and concepts to school district and university educators.
    b. To analyze and review and select existing CMTI training materials for utilization in the PTW.
    c. To design and implement an instructional system for a nine-day training, living, and learning experience that focuses on organizational theory as it applies to schools in a multicultural society.
    d. To design a process that will enable a tema of educators from specific school locales to critically analyze their school as an organizational entity and a social sub-system of designated communities.
    e. To identify problems unique to each team's school and community within an organizational context and to derive alternative action plans to resolve their problems.
    f. To identify a cadre of Teacher Corps personnel in each of the respective Teacher Corps projects of the Texas Network who would continue to prepare themselves as trainers for future training.

The instructional team will also want to develop objectives which deal with the process of the workshop as well as outcomes for participants.

2. Clear definitions for membership. To be considered here are the processes for selection for all levels of personnel within the PTW--administrative staff, instructors, and participants.

3. Clearly specified norms and expectations. National office guidelines have been developed and disseminated with regard to expectations for the various role groups. These are the formal guidelines; it is to be expected that each role group will develop its own set of role behaviors as will each individual project team.

4. Effective communication and feedback systems. The interpersonal relations which are established among the various role groups, particularly between the instructors and the participants, will greatly influence the flow of communication within the PTW. Some options for the planners of the workshop will be whether to establish some formal modes of feedback to instructors and administrators and also whether to monitor the informal feedback mechanisms as they develop. Remember that the PTW is already a temporary system in its planning stages; the consideration of formal and informal feedback mechanisms especially between the instructors and the administrators is appropriate at this point as well as during the operation of the workshop.

5. Time and territory choices for work and play. Are there any choices? The planners need to consider a number of factors when allocating time and space for workshop activities--physical characteristics of the rooms and buildings, how participants will be grouped and interacting, individual differences among participants (e.g., sex, ethnicity, age, etc.).

6. Clearly defined resources and resource allocation. What are the human, physical, and financial resources? Who decides how resources will be allocated? What are predetermined "givens?"

7 A micro design. Given the goals and expected outcomes of the workshop, what should happen day-to-day to ensure the accomplishment of these goals and outcomes? A variety of instructional formats may be employed-lecture, simulation, role-play, practicum.

8. An analysis of contraints. Constraints can be viewed as the other side of the "resources coin." What limitations must we deal with--time, human abilities/availabilities, physical location/locale, money?

9. A pre-system communication. The system itself is already in operation but in advance of the actual workshop. The planners with primary responsibility for designing workshop experiences are the instructors. How are they interacting with the administrative staff--instructional coordinator, documentor, and administrative assistant--to facilitate the flow of information to the end of producing the "micro-design?" Communications between participants and administrators are also important with regard to their potential for clarifying expectations.

* * * * * * *

The following are questions which can be dealt with on a variety of levels--(1) the instructors as a team in relation to administrative staff, (2) the participants as individual project teams and as a larger group, (3) the entire PTW personnel in relation to the contractor and the national office.

1. Who is here? (acquaintanceship)
2. What resources are here? (resource identification)
3. Why are we here? (goal redefinition)
4. What is expected of me? (role definition)
5. What is appropriate behavior? (norm formation)
6. How are decisions made and can I affect them? (governance)

* * * * * * *

In operating a temporary system, one should attend to:

1. Micro designs (specific day-to-day operational designs)
2. Work group formation and use
3. Conflict management
4. Governance and decision-making

5. Recreation

Some decisions regarding these considerations need to be made with regard to the allocation of responsibilities among the group, including instructional staff and administrative staff.

* * * * * * * *

In closing a temporary system one should focus on:

1. Forward action planning--a plan of anticipated activities in the permanent system (the permanent system, in the case of each local project team, is the school-university/community to which the participants return).

2. Forward support planning--planning support structures in the permanent system (e.g., given the different levels of representation--IHE, LEA, principals--can some mechanisms be established to support activities among teacher, university instructors, etc.?)

3. Forward network planning--access to group support after termination of the temporary system (i.e., how can we keep in touch?)

4. Evaluation and evaluation planning--assessing the effects of the temporary system experience at the close of the system and planning for assessing long range effects. The responsibility for data collection for the PTW has been let to a firm represented by Theodore Andrews, Brenda Bryant, and Robert Houston.

APPENDIX E

SAMPLE FEEDBACK INSTRUMENTS

Teacher Corps
Mid-Atlantic Region
Pilot Trainer Workshop

PTW 1

PARTICIPANT REACTION MEETING AS REQUESTED BY THE BOARD OF DIRECTORS

July 21, 1977

+ Topics Discussed Within A Positive Context	- Topics Discussed as Areas Requiring Analysis Toward Change
- Involvement of project site staff	- Overplanning
- Problem identification	- Scheduling
- Schedule changes/flexibility	- Role groups as "artificial"
- Workshop as a reference model	- Reaction group scheduling for too short a period
- Common problem resolution	- Lack of involvement of community persons
- Foundation established from which to work	- Lack of involvement of Interns
- Structure-strategies-organization analysis required to build in project success	- Differentiated groupings
- Human resources identified for future assistance	- "Teacher Corps" as a national project not presented as initial activity by national staff
- Problem-solving technique refined	- Inadequate planning time for staff

+ Topics Discussed Within A Positive Context	- Topics Discussed as Areas Requiring Analysis Toward Change
- Project problems surfaced not previously known	- Should have opened with the Analysis of the Temporary System presentation
- Development of a broader view of what is involved in problem-solving	- Organizational staff hierarchy not described
- Opportunity to "play out" problem-solving	- Isolationist nature of the facilities should have been stated in the brochure
- Workshop as a "medium"	
- Value of interaction	
- Learning from others (groups learning from other groups)	
- Reinforcement of mutual needs and supportive relationships	
- Value as a regional (geographic considerations) workshop - "related"	

MID-ATLANTIC

FEEDBACK AND REACTION QUESTIONNAIRE - PTW 1

Name________________________ Date__________ Seminar______________

Circle the number that represents your reaction to each of the following questions.

1. Clarity of language: To what extent were you getting the meaning of each other's statements?

0	1	2	3	4	5
we talked past each other; much misunderstanding					we communicated directly with each other

2. Opportunity to communicate: To what extent did you feel free to talk?

0	1	2	3	4	5
never had an opportunity to talk					had every opportunity to talk

3. Support and acceptance: How much support did the group members give each other?

0	1	2	3	4	5
group was highly critical and punitive					group was highly supportive and receptive

4. Interpersonal atmosphere: How pleasant was the affective-interpersonal atmosphere of the group?

0	1	2	3	4	5
very unpleasant, quarrelsome, unfriendly					very pleasant enjoyable, friendly

5. Acceptance by leader: If one person seemed to lead the discussion, to what extent did you feel accepted by him or her?

0	1	2	3	4	5
completely rejected					completely accepted

6. Self-satisfaction: How satisfied are you with the part you played in the exercise?

0	1	2	3	4	5
very dissatisfied					very satisfied

7. Value of conclusions: How satisfied are you with decisions or conclusions reached in the group?

0	1	2	3	4	5
very dissatisfied					very saisfied

8. Overall rating: How would you rate the group task completion exercise as a whole?

0	1	2	3	4	5
poor					outstanding

TEXAS

ASSESSMENT FORM

PILOT TRAINING WORKSHOP
PTW 2

Directions: Please check the response which most appropriately indicates your reaction to questions regarding the conference sessions.

STRONGLY AGREE
AGREE
UNDECIDED
DISAGREE
STRONGLY DISAGREE

QUESTIONS	SA	A	U	D	SD
1. The objectives of the presentations were clearly stated.					
2. I understood the objectives as stated.					
3. The objectives were met.					
4. Preparation and planning for the presentations were satisfactory.					
5. Handout materials were useful if applicable.*					
6. Sufficient time was allowed for the presentations.					
7. The presentations were too general.					
8. The speaker(s) provided clear explanations to questions.					
9. Examples helped me to understand the presentations.					
10. The topics and areas presented related to my needs.					

*Please make recommendations regarding future presentations on back of page.

A) Please indicate topics you would like to include in future workshops.

1. ______________________________

2. ______________________________

3. ______________________________

B) Please list questions that you may have that were not answered in the sessions.

1. ______________________________

2. ______________________________

3. ______________________________

APPENDIX F

PTW CONSULTANTS

CONSULTANTS: PTW 1

Name: Dr. Morton Baratz
Title: General Secretary, American Association of University Professors
Affiliation: UMBC

Name: Mr. Joseph Claire
Title: Attorney
Affiliation: Washington, DC - Department of Human Relations, Legal Branch
Expertise: Involvement of educators in policy-making decisions

Name: Dr. Thelma Cox
Title: Regional Superintendent
Affiliation: Baltimore City Public Schools
Expertise: Decision making in public schools

Name: Dr. Roy Edelfelt
Title: NEA Representative
Affiliation: NEA
Expertise: National teacher organizations

Name: Dr. Jacob W. Getzels
Title: Professor of Sociology
Affiliation: University of Chicago
Expertise: Organization of social systems

Name: Ms. Hattie Harrison
Title: Delegate, Maryland General Assembly
Affiliation: Maryland State Government
Expertise: Community politics

Name: Dr. George Kent
Title: Consultant in Teacher Education
Affiliation: Maryland State Department of Education
Expertise: Policy-making on state level in terms of teacher preparation.

Name: Mr. Peter Laarman
Title: Representative
Affiliation: AFT
Expertise: Teacher organization from viewpoint of unions.

Name: Dr. Maurice St. Pierre
Title: Visiting Lecturer
Affiliation: African-American Studies, UMBC
Expertise: Multiculture/community

Name: Dr. Curtis Walker
Title: Associate Superintendent
Affiliation: Pittsburgh Public Schools
Expertise: Politics of educational change.

CONSULTANTS: PTW 2

Name: Dr. Tony Carillo
Title: Associate Professor
Affiliation: San Jose State College, California
Expertise: Community education

Name: Dr. Gene Hall
Title: Research and Development
Affiliation: Center for Teacher Education, University of Texas at Austin
Expertise: Innovation

Name: Dr. Gerry Richardson
Title: Director
Affiliation: Teacher Center, University of West Florida
Expertise: Personal Energy Management

Name: Dr. Jim Yeats
Title: Associate Professor
Affiliation: Department of Educational Administration, University of Texas at Austin
Expertise: Future planning

APPENDIX G

PTW 1 MATERIALS

Materials given to Project Directors for Project Team Libraries

PTW 1

Anthropology and Education Quarterly, Vol. VIII, No. 1.

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APPENDIX H

PRE-SYSTEM COMMUNICATION

TEACHER CORPS TEACHER CORPS

MID-ATLANTIC NETWORK

(District of Columbia, Pennsylvania, Puerto Rico,
New Jersey, Maryland and Delaware)

PILOT TRAINER WORKSHOP

An Institute for the Study and Analysis of Organizations

**UNIVERSITY OF MARYLAND
BALTIMORE COUNTY**

JULY 13-22, 1977

PARTICIPANT INFORMATION

Location

The University of Maryland, Baltimore County is a new campus located on a 477 acre site at the intersection of the Baltimore Beltway and Interstate 95, fifteen minutes from BWI airport and less than one hour by automobile from Washington, D.C. Being located in the Baltimore-Washington corridor, numerous cultural events, Library of Congress, the National Archives, the Smithsonian Institution, the World Bank and other specialized resources are readily available for human growth and development.

Facilities and Services

Participants will be the sole occupants in Residence Hall Three. The living arrangement will single occupancy with two rooms sharing a bath. Each room is fully carpeted and has its own heating-air conditioning control. Several lounge-kitchenettes are located on each floor. A recreation room and study rooms as well as laundry facilities are also available. Tennis courses are located adjacent to the Residence Hall.

Complete meal service will be provided - cafeteria style breakfast, buffet lunch and sit down dinner. Coffee breaks and other food amenities will also be available. The Dining Hall is adjacent to the Residence Hall.

A lecture hall and a block of calssrooms have been identified for our use near the Residence Hall.

As a participant you will be insured with a health insurance policy covering you from the time of departure until your return home. The policy does not cover pre-existing health conditions. Dr. Allan W. Lohuas will be the physician for emergency conditions. The University is within short distance of several hospitals.

All facilities and services are for staff and participants only. Exceptions to this must be pre-arranged.

Travel

All arrangements for air or rail services will be on a prepaid basis and the PTW staff will make those reservations. Those persons traveling by auto will be reimbursed for mileage at $ .12 a mile. All departures will be from project site; stopovers or irregular routes will be paid at the expense of the individual.

Arrival

Participants will depart home so as to arrive at UMBC no later than 5:00 p.m., Tuesday, July 12, 1977.

Clothing, Etc.

All facilities are air conditioned, casual, comfortable dress is recommended. Linens and towels are provided. Bring your swim wear and sports attire and equipment if you so desire. You may want to bring clothing for an "evening out".

Contract

The Pilot Trainer Workshop is sponsored by the U. S. Office of Education, Teacher Corps, through a contract with the University of Nebraska at Omaha, Center for Urban Education, Dr. Floyd Waterman, Director; with the Mid-Atlantic Network Board of Directors - Dr. Bessie Howard, Chairperson; Mr. Samuel Parham, Vice Chairperson; and Martin Ryder, Executive Secretary responsible for its operation.

Expenses

All expenses for travel, room and board and instruction will be paid by PTW for staff and participants only.

The Institute

The Pilot Trainer Workshop is a nine day full-time training institute for selected teachers, principal/site coordinators, university and project personnel who are members of the Mid-Atlantic Teacher Corps Projects.

The participant team from each project includes resource personnel, administrators and teachers so that the full potential of each project may be realized.

The instructional plan includes presentations, structured activities and self study of organizational theories, concepts, issues and methods for analysis of the organization network in which participants function in their individual role as well as members of a Teacher Corps Project. The primary outcome is to develop strategies for achieving local educational objectives, attaining project goals and resolving problems through sound organizational concepts. The participant team from each project is a "trainer cadre" who will initiate a similar study and analysis of organizations for the staff of the local project and schools.

An instructional team has been selected with expertise related to the institute's purpose and content and representative of the participating role gorups. In addition to the instructional team selected specialists are scheduled to make presentations throughout the institute.

It is also intended that each role gorup will have role related small group seminars related to the instruction and special interest topics. Each participant is requested to submit to the instructional coordinator their area of expertise and interest as well as any papers or materials which may prove useful to the instructional program. This should be done prior to July 11, 1977.

Study Materials

Each project team needs to have the following available for their use during the institute:

1. Project proposal, continuation requests, quarterly and evaluation reports.
2. Needs assessments and demographic data on the community, school and institution of higher education as available.
3. Organizational, management, long range plans for each institution including SEA.
4. Faculty and fact handbooks for the schools, institutions of higher education, etc.
5. Descriptions of community organizations and agencies.
6. Descriptions of feeder patterns of the site school.
7. Site and/or building diagrams.

Coordinator

Dr. David B. Young, Division of Education, University of Maryland Baltimore County, Baltimore, Maryland 21228.
Phone: (301) 455-2327 or (301) 455-2485.

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
UNIVERSITY STATION
AUSTIN, TEXAS 78712

Department of Curriculum and Instruction
TEACHER CORPS
EDUCATION BUILDING 334
512/471-1701

July 13, 1977

Dear

has submitted your name as one of the participants who will be involved in a Teacher Corps nine day workshop, July 20-29, at the University of Texas at Austin campus.

The purpose of this workshop is to further field test some training materials and strategies that have been utilized by Teacher Corps' annual Corpsmember Training Institute during the last two years. The focus in on Organization Behavior Theory as it applies to schools, classrooms, and school communities with a multicultural education base. Teacher Corps' long-range intent is to provide similar training to teachers in the schools through local projects.

Throughout the nine days you will be involved in various learning activities. On Friday evening, July 22, the workshop will convene at Point Venture, a nearby recreational resort, where we will continue with the training through Saturday. Transportation and other accommodations will be provided by us.

There are approximately ten instructors from several Teacher Corps universities and school districts who will contribute to the facilitation of the entire nine day event.

The following information is important:

Travel: If you are planning to drive to Austin you will receive a travel allowance of 12¢ a mile. Parking will be available.

If you are traveling by plane, your flight tickets will be prepaid and available at the ticket counter of the respective airlines. In deciding your transportation, check with your project director. Your arrival time at the dormitory should be scheduled for Tuesday afternoon.

Housing: During your stay you will be at Jester Center, a University dormitory centrally located on campus at the corner of Speedway and 21st street.

Meals: You will receive a meal ticket when checking in at the dormitory. Meals will be served in the Jester cafeteria beginning with dinner Tuesday the 19th.

Stipend: A stipend of $50.00 a day will be provided. It is important that you plan to stay throughout the nine days. It will take approximately 3 - 4 weeks processing time after the workshop before you receive your checks.

Dress: Bring whatever you feel most comfortable in. You will have some time for some Austin sightseeing. All University recreational facilities, e.g. tennis, swimming, etc., will be available.

We are enclosing your copy of the book to which reference will be made during our sessions. Pease try to familiarize yourself with its content, and don't forget to bring it with you. We are looking forward to an exciting learning experience for everyone involved.

If you need any further information please call collect at (512) 471-1701 and ask for either Jose Rincones, Ruth Romero or me.

Sincerely,

Ruben Olivarez
Director

RO/rr

APPENDIX I

PTW AGENDAS

Teacher Corps
Mid-Atlantic Region
Pilot Trainer Workshop

PTW 1

NOTE: (THIS SCHEDULE WILL BE MODIFIED TO MAINTAIN APPROPRIATE INSTRUCTIONAL SEQUENCING AND TO RESPOND TO PARTICIPANT FEEDBACK)

THURSDAY

July 14

Defining the System/Sub-System

9:00 a.m. - Organizations as Social Systems
Guest Speaker: Jacob W. Getzels
University of Chicago

10:45 a.m. - Role Group Meeting

12:00 noon - Lunch

1:00 p.m. - Team Building: Variables Which Affect Communication
Ruby Connors
Marie Davidson

3:30 p.m. - Self Selected Activities

Problem-Solving	- David Young	Room 118
Management Models	- James Dudley	Room 165
Social System Model with Professor Getzels	- Lillian Ramos	Rec. Room
Communication	- Ruby Connor - Marie Davidson	Room 078

Project Team Meeting

Reading/Library

6:00 p.m. - Dinner

7:00 p.m. - Cross Cultural Expectations
Donald Henderson

FRIDAY

July 15

Defining the System/Sub-System

9:00 a.m. - Analysis of Schools as Organizations
"Organizations and Management Variables of Schools"

Guest Speaker - Thelma B. Cox
Baltimore City Public Schools

"School Organizational Characteristics"
Leonard Wheeler

12:00 noon - Lunch

1:00 p.m. - Cultural Differences and Institutional Expectations
Donald Henderson

6:00 p.m. - Dinner
- Evening Open
- Selected Cultural Events

SATURDAY

July 16

Organizational Analysis of the Schooling Context

9:00 a.m. - Teacher Organizations
Wilma Smith

Guest Speaker
- Role Group Meeting
- Role Group Reaction Panel

12:00 noon - Lunch

SATURDAY (continued)

July 16

1:00 p.m. - Community
Antoinette Washington

Guest Speaker - Maurice St. Pierre

3:00 p.m. - Socialization Processes
Donald Henderson

6:00 p.m. - Dinner - COOKOUT

- Evening Open

- Elected Cultural Events

MONDAY

July 18

Organizational Analysis of the Schooling Context

9:00 a.m. - State Education Agencies
Policy, Bylaws, Program Approval
Guest Speaker - George Kent
Maryland State Department of Education

10:30 a.m. - Project Team Meetings

12:00 noon - Lunch

1:00 p.m. - Economic Factor Influencing Organizations
Guest Speaker - Morton Baratz
General Secretary
AAUP

2:30 p.m. - University as Organization
University Role Group

MONDAY (continued)

July 18

3:45 p.m. - Self Selected Activities
Seminars, Reading, Project Team

6:00 p.m. - Dinner

7:00 - 8:30 p.m. - Role Group Meetings

TUESDAY

July 19

Delineating Solution Sets and Alternative Strategies for Implementation of Organization Goals

9:00 a.m. - Organizational Leadership
Leonard Wheeler
James Dudley

11:00 a.m. - Decision-Making
Guest Speaker - Morton Baratz

12:00 noon - Lunch

1:00 p.m. - Change Theories
Al Washington
Wilma Smith

- Temporary Systems

3:30 p.m. - Project Team Meetings

6:00 p.m. - Dinner

7:00 p.m. - Community as Instrument of Change
Guest Speaker - Hattie Harrison
Delegate, Maryland General Assembly

WEDNESDAY

July 20

Delineating Solution Sets and Alternative Strategies for Implementation of Organization Goals

Evaluating and Selecting Strategy

9:00 a.m. - Political Aspects of Change and Organization

10:30 a.m. - National Teachers Organizations and Policy
Guest Speaker - Roy Edelfelt
NEA

12:00 noon - Lunch

1:00 p.m. - Project Team Meetings to Develop Strategies

6:00 p.m. - Dinner

7:00 p.m. - Self Selected Activities
Role Group
Reading

THURSDAY

July 21

Evaluating and Selecting Strategy
Planning Strategy

9:00 a.m. - Organizations in a Legal Context
Guest Speaker - Attorney Joseph Claire

10:30 a.m. - Temporary System Concepts
Wilma Smith

THURSDAY (continued)
July 21

12:00 noon - Lunch

1:00 p.m. - Project Team Meeting

6:00 p.m. - Dinner
- Project Team Meetings

FRIDAY
July 22

Evaluating and selecting Strategy
Planning Strategy

9:00 a.m. - Project Team Meetings
Completing Implementation Strategies

12:00 noon - Lunch

1:00 p.m. - Closing the Temporary System

3:00 p.m. - Closure for Participants

Teacher Corps
Pilot Trainer Workshop
Texas Region

Agenda - PTW 2

WEDNESDAY

July 20, 1977

8:00 a.m. - Welcome; Introductions; Keynote address

9:30 a.m. - Getting acquainted exercises

10:00 a.m. - Break

10:15 a.m. - CMTI film

11:00 a.m. - Group Processing Skills Training

12:00 noon - Lunch

1:00 p.m. - Continuation of Group Processing

4:00 p.m. - Team coordinator identification

4:15 p.m. - "People of Nacirema", reading and exercise

5:00 p.m. - Summary and linkage to tomorrow

5:15 p.m. - Administrative concerns

5:30 p.m. - Home team meetings and evaluation

- Evening - Social function and independent readings

THURSDAY

July 21, 1977

8:00 a.m. - Warm-up activities

8:15 a.m. - BaFa: simulation

10:00 a.m. - Break

10:15 a.m. - Continuation

11:30 a.m. - Lunch

1:00 p.m. - Cross-cultural values clarification

2:30 p.m. - Break

2:45 p.m. - What is an organization? - Synectics exercise

3:45 p.m. - Mini-lecture No. 1: Nature of Organizations, an overview

4:30 p.m. - Case studies, an introduction

4:45 p.m. - Summary and linkage

5:00 p.m. - Administrative concerns

5:15 p.m. - Home team meetings and evaluation

FRIDAY

July 22, 1977

8:00 a.m. - Warm-up activities

8:15 a.m. - Mini-lecture No. 2: Power/Authority/Influence

9:30 a.m. - Break

9:45 a.m. - Power inclusion model presentation

FRIDAY (continued)

July 22, 1977

10:45 a.m. - Free

12:00 noon - Lunch

1:00 p.m. - Microlab: Power/Authority/Influence/Conflict

4:00 p.m. - Summary of the week's activities

4:15 p.m. - Administrative concerns

4:30 p.m. - Home team meetings and evaluation

5:30 p.m. - Meet for bus trip to Point Venture retreat
- Evening - Film: "Bridge Over the River Kwai"

SATURDAY

July 23, 1977

8:00 a.m. - Warm-up activities

8:15 a.m. - Personal Energy Management Experience
25 participants
- Readings and recreation for the remaining participants

12:00 noon - Lunch

1:00 p.m. - Switch from morning activities
25 new participants at Management Experience
25 particiants at recreation and readings

5:00 p.m. - Picnic
- Evening - Recreation, free

SUNDAY

July 24, 1977

9:00 a.m. - Return to Austin

10:00 a.m. - Free

1:00 p.m. - Independent readings:
Case Studies and Perspectives on Organizations

7:00 p.m. - Review evaluations: Preview next week:
Open feedback

MONDAY

July 25, 1977

8:00 a.m. - Warm-up activities

8:15 a.m. - Team assessment and evaluation

9:00 a.m. - Demographic data presentation

10:15 a.m. - Break

10:30 a.m. - Review of case studies

12:00 noon - Lunch

1:00 p.m. - Case study analysis of "Distant Drum"

4:00 p.m. - Summary and linkage

4:15 p.m. - Administrative concerns

4:30 p.m. - Home team meetings and evaluation
- Evening - Independent readings

TUESDAY

July 26, 1977

8:00 a.m. - Warm-up activities

8:15 a.m. - Case study analysis of "Smoke City"

12:00 noon - Lunch

1:00 p.m. - Film: "High School"

2:00 p.m. - Film Analysis

2:30 p.m. - Case study analysis of "Mid-America"

4:00 p.m. - Summary and Linkage

4:15 p.m. - Administrative concerns

4:30 p.m. - Home team meetings and evaluation
- Evening - Independent readings

WEDNESDAY

July 27, 1977

8:00 a.m. - Warm-up activities

8:15 a.m. - Organization of the school community

12:00 noon - Lunch

1:00 p.m. - Continuation of morning activity

4:00 p.m. - Summary and linkage

4:15 p.m. - Administrative concerns

4:30 p.m. - Home team meetings and evaluation
- Evening - Independent readings

APPENDIX J

PTW 1 INTERNAL ASSESSMENT FORMS

Please indicate role group membership:

____Teacher
____Administrator
____Teacher Corps Staff
____University

MID-ATLANTIC
PTW 1

PHASE I RESPONSE SHEET

Instructional Phase I: A Problem-Solving Approach to Organizational Analysis - Defining, Clarifying, and Articulating Organizational Goals and Problems

I. Please rate each of the following components as to relevance, involvement, interest, and clarity. Use the rating scale:

4 = exceptional
3 - high
2 = moderate
1 - low

Component	Relevance	Involvement	Interest	Clarity
1. Decision-Making Model	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
2. Communications Model	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
3. Problem-Solving Approach to Organizational Analysis	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4. Project Team Activity	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
5. Role Group Activity	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
6. Management Model	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

II. Which of the component(s) were most well executed? Please describe the insights knowledge, or skills you gained through these activities.

III. Which of the component(s) were least well executed? Please suggest possible alterations to these activities?

IV. Would you judge the sequence of activities within this phase to be

_____most appropriate _____inappropriate

_____adequate _____comment:

V. Would you judge the pace of the activities within this phase to be

_____slightly like "a bat out of Hell"

_____just the way I like it!

_____I'll let you know when I wake up. . .

_____comment:

VI. What activities, knowledge and/or skills need to be added to this phase in future PTW's?

VII. Further comments:

Please indicate role group membership:

____Teacher ____Teacher Corps Staff
____Administrator ____University

MID-ATLANTIC
PTW 1

PHASE II AND PHASE III RESPONSE SHEET

Instructional Phase II: Defining and Discussing the System/Subsystem - Organization as Social Systems.

Instructional Phase III: The Organizational Analysis of the Schooling Context - Identifying Constraining/Facilitati/Influencing Variables.

I. Please rate each of the following components as to relevance, involvement, interest, and clarity. Use the rating scale: 4 = exceptional 2 = moderate
3 = high 1 = low

Component	Relevance	Involvement	Interest	Clarity
1. Social Systems Model	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
2. Analysis of Schools	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
3. Cultural Dimensions	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4. Community	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
5. Economic Factors	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
6. Leadership	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
7. Decision-Making	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
8. Change Theories	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
9. Project Team	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
10. Role Group	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
11. Discussion Group	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
12. Self Selected Activity	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

II. Which of the component(s) were most well executed? Please describe the insights, knowledge, or skills you gained through these activities.

III. Which of the component(s) were Least well executed? Please suggest possible alterations to these activities?

IV. Would you judge the sequence of activities within this phase to be

_____most appropriate
_____inappropriate
_____adequate
_____comment:

V. Would you judge the pace of the activities within this phase to be

_____slightly like "a bat out of Hell"
_____just the way I like it!
_____I'll let you know when I wake up. . .
_____comment:

VI. What activities, knowledge and/or skills need to be added to this pahse in future PTW's?

VII. Further comments:

Please indicate role group membership:

____Teacher ____Teacher Corps Staff
____Administrator ____University

MID-ATLANTIC
PTW 1
PHASE IV RESPONSE SHEET

Instructional Phase IV: Delineating Solution Sets and Alternative Strategies for Implementation of Organization Goals.

I. Please rate each of the following components as to relevance, involvement, interest, and clarity. Using the rating scale:

4 = exceptional
3 = high
2 = moderate
1 = low

Component	Relevance	Involvement	Interest	Clarity
1. Teacher Organization	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
2. Political Aspects of Change	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
3. Community	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4. Reaction Panel	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
5. Role Groups	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
6. Discussion Groups	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

II. Which of the component(s) were most well executed? Please describe the insights, knowledge, or skills you gained through these activities.

III. Which of the component(s) were least well executed? Please suggest possible alterations to these activities?

IV. Would you judge the sequence of activities within this phase to be

_____most appropriate _____inappropriate

_____adequate _____comment:

V. Would you judge the pace of the activities within this phase to be

_____slightly like "a bat out of Hell"

_____just the way I like it!

_____I'll let you know when I wake up. . . .

_____comment:

VI. What activities, knowledge and/or skills need to be added to this phase in future PTW's?

VII. Further comments: